



GUIDE *to* Education

ECS to Grade 12


September 2002

All changes to Alberta Learning requirements contained in this document are effective the first day of the school year as defined by the school authority.


I, Dr. Lyle Oberg, Minister of Learning, in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended, authorize this guide for use in Alberta schools.

Minister of Learning

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GUIDE *to* Education

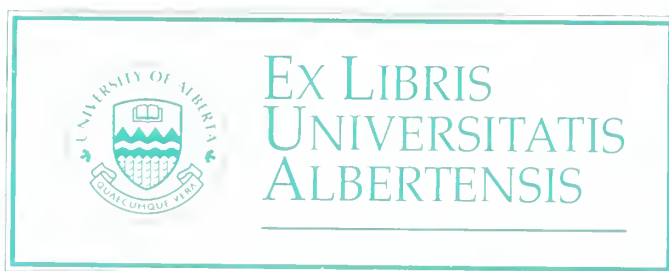
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Available in electronic format on the Internet at <www.learning.gov.ab.ca>
under Kindergarten to Grade 12 and then Legislation, Regulations and Policies.

Just-in-time print copies of this guide are available for purchase from the Learning Resources Centre.

For suggested changes, or questions regarding content, contact the Director, Governance and Program Delivery Branch, Alberta Learning, 780-427-2952. To be connected toll free inside Alberta, dial 310-0000. Email <edguide.contact@learning.gov.ab.ca>.

All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The primary intended audience for this guide is:

<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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GUIDE TO EDUCATION: ECS TO GRADE 12 SUMMARY OF AMENDMENTS FOR THE 2002–2003 SCHOOL YEAR

Please note that the page numbers in parenthesis reference the 2001–2002 edition of the *Guide to Education: ECS to Grade 12* document that is located on the Alberta Learning web site at <www.learning.gov.ab.ca>, under Kindergarten to Grade 12 and then under Legislation, Regulations and Policies.

1. School Act Section Number Changes (throughout the document)

References to sections of the *School Act* have been updated to Revised Statutes of Alberta (RSA) 2000 numbers throughout the Guide.

2. French Immersion Term Change (throughout the document)

The term, *French immersion*, has been replaced with *alternative French language programs (includes French immersion)* throughout the Guide.

3. Table of Contents (Pages vii-xiv)

The table of contents has been updated with heading and page number changes as a result of the amendments.

4. Apprenticeship Articulation (Page 47)

Warehousing and Outdoor Power Equipment Technician have been added. Articulation agreements are in place for these.

5. Funding (Page 52)

The hours for kindergarten were changed from 190 to 238, which is consistent with information in the chart.

6. Locally Developed/Acquired and Authorized Junior and Senior High School Optional Courses (Page 56)

Clarification that only senior high locally developed/acquired course outlines need to be reviewed by Alberta Learning for overlap with provincially authorized curriculum.

A new paragraph was added:

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses. This paragraph was also added to page 98.

7. Mathematics (Page 58)

A new section, Calculator Policy for Mathematics, has been added.

Clarification that Mathematics Preparation 10 may be offered for 3 or 5 credits and not for 1, 2, or 4 credits.

8. Registered Apprenticeship Program (Page 61)

Updated to reflect the title, Apprenticeship and Industry Training.

9. Work Experience 15, 25 and 35 (Page 62)

Rewording for clarification:

Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

10. English Language Arts Program (Page 67)

A new chart incorporates both the old and new English Language Arts programs. Start dates for new programs and end dates for old programs are specified. A footnote has been added to specify when the last diploma examination administration will be for English 30 and 33.

11. Français Program (Page 68)

Added Français 16 (3), 26 (3), 36 (3), to the bottom of the chart with a footnote indicating that implementation is optional in 2002-2003.

12. For Students Who Entered Grade 10 in September 1998 or Subsequent School Years, Possible Sequences (Page 70)

Information on senior high mathematics was updated.

Added a footnote to Applied Math 20 to read: A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

13. Transferring from Pure to Applied (Page 71)

Changed the arrows between Pure Math and Applied Math from solid arrows to dotted arrows, showing the movement across streams. This is consistent with other subject sequence charts.

14. Science Program (Page 71)

Added dotted arrows from Science 14 to Science 10 and from Science 10 to Science 24, showing the possible movement across streams.

Added a footnote to Science 20 stating that students may move from Science 24 to 20 level courses serving the student's best interests.

15. Charter Schools (Page 75)

Added the statement: A group interested in a charter school must first approach their local school board to determine if the group and the board can work to establish the innovative approach as an alternative program.

Added the statement: For more information regarding charter schools contact the Special Programs Branch of Alberta Learning (see Addresses Section at the end of this Guide).

Added the statement: The Charter Schools Regulation, policy and handbook are presently under review.

16. Online Delivery (Page 81)

Changed *Schools* to *School Authorities*.

17. Student Achievement ECS to Grade 9 (Page 85)

Changed the title of this section to: *Student Assessment ECS to Grade 9*, which is consistent with the content of the section.

18. Assessment as a Guide for Learning and Instruction (Page 86)

Changed bullet 5 to be a more constructive and positive statement.

19. Diagnostic Approaches to Instruction (Page 86)

Clarified the wording about the diagnostic teaching units.

20. Provincial Achievement Testing Program (Page 88)

Changed the wording to be consistent with Learner Assessment Branch documents.

21. Provincial Achievement Testing Program (Page 89)

Changed the wording to be consistent with Learner Assessment Branch documents.

22. Alberta High School Diploma Graduation Requirements (Pages 92 and 93)

Added a footnote for 35-level work experience to read the same as the added statement on page 62: Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

23. Certificate of Achievement (Page 94)

Corrected information provided for the number of minimum courses for English Language Arts and Social Studies.

Added Français 16, 26, and 36 to the chart with footnote that implementation is optional in 2002-2003.

Added ELA 20-2 (5) to the chart

24. French as a Second Language (Page 97)

Changed 225 hours-to 250 hours, consistent with what is stated on page 52.

25. Evaluation of Out-of-province Educational Documents (Page 98)

Added a statement about locally developed courses: School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

Re-worded information about the transfer guide authored by the Council of Ministers of Education.

Added: For further information, contact the Curriculum Branch (See contact listings in Addresses Section at the back of the Guide).

26. Visiting or Exchange Students (Page 100)

Student Assessment title is consistent with section title name changes.

27. Student Achievement in Senior High School Subjects (Page 101)

Changed the title of this section to: *Student Assessment in Senior High School Subjects*.

Information about classroom assessment materials was updated.

28. Reporting Student Achievement in Senior High School Subjects (Page 102)

Added a footnote: Dates are specified in the Schedules, Dates and Writing Centres section of the General Information Bulletin: Diploma Examinations Program.

29. Grade 12 Diploma Examinations Program (Page 104)

This section is now referred to as *Diploma Examinations Program*, since Grade 12 is understood.

Minor changes in wording, updated by removing reference to Mathematics 30 and to information no longer applicable in 2002-2003.

30. Grade 12 Diploma Examination Schedule (Page 105)

Statement indicates that information on diploma examinations schedules are also available from senior high schools.

31. Eligibility to Write (Page 106)

For greater clarification, bullet 5 indicates that foreign students (visiting students not funded by Alberta Learning) who are coded 416 and are writing a diploma examination will be required to pay a fee.

32. Rewrite Fees (Page 106)

Plural, students, changed to singular, a student.

33. Accommodations (Page 106)

Bullet 1: addition of CD format for examination accommodations.

34. Diploma Examination Results Statement (Page 107)

Clarification provided that each student who has written one or more diploma examinations receives a Diploma Examinations Results Statement.

35. Reporting to the Public (Page 108)

Minor wording adjustment for accuracy.

36. Course Sequence Transfer (Page 112-113)

An example is used for course sequence transfer that is clearer and easier to understand.

37. Courses Eligible For Retroactive Credits (Page 118)

Updated to reflect the changes in the senior high mathematics program.

38. High School Equivalency Diploma Alternative 2 (Page 125)

A change in the reporting of the GED standard from a 2-digit system to a 3-digit system effective January 2002 is noted.

39. Resources and Services (Pages 129-132)

The name of the Learning Resources Centre (LRC) *Buyers Guide* has been changed to Learning Resources Centre (LRC) *Resources Catalogue*.

40. Curriculum Branch (Page 134)

Removed reference to special education, because that is not the responsibility of the Curriculum Branch.

41. French Language Services Branch (Page 134)

Updated the description of the French Language Services Branch.

42. Zone 1 to Zone 6 Services Branches (Page 136)

Provided clarification that Zone 1 to Zone 6 Services branches collaborate with other branches to adapt service delivery to the needs and interests of clients.

43. Appendix I (Page 143)

The following statement was added for clarification: Prerequisite courses for Career and Technology Studies (CTS) are identified in the program of studies for each CTS strand.

English Language Arts references were updated in the chart.

44. Appendix I (Page 144)

Senior High Mathematics information was updated in the chart and footnotes.

45. Green Certificate Courses (Page 146)

The Green Certificate chart reflects that the courses are not sequential, that they may be taken in any order, and that all courses are coded as a 33-level course.

46. Career Internship 10 Course of Studies (Page 146)

Career Internship 10 Course of Studies has been approved for provincial implementation and the course code has been added to the chart under Other Instruction.

47. Integrated Occupational Program (Page 147)

IOP1331 Français 16 (3), IOP 2331 Français 26 (3), and IOP 3331 Français 36 (3) were added to the chart.

For each of Français16, 26, 36 a footnote was added to indicate that implementation is optional in the 2002-2003 school year.

48. Career and Technology Studies (Pages 148-158)

Footnotes were placed beside the subject area titles as follows:

1. Prerequisite courses are identified in the program of studies for each CTS strand.
2. The waiver of prerequisite process does not apply to CTS courses.

A statement was added that these 1-credit courses are rolled up under strand names and an average mark is calculated for reporting on the High School Transcript of Achievement.

49. RAP (Page 162)

Eight new RAP course sequences were added for Outdoor Power Equipment Technician, approved for use in Alberta schools, effective March 30, 2001.

50. Index (Pages 175-187)

The index has been updated with heading and page number changes as a result of the amendments.

FOREWORD

Education is the key to our young people being full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn and be able to do in order to participate successfully in an economy and society undergoing fundamental changes. Alberta Learning's three-year business plan provides direction for the future of education in Alberta. It is a plan for Alberta students to be prepared well for the world of work and for lifelong learning.

The initiatives in the three-year education plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Learning's leadership role in developing programs for students, in setting standards for education, in communicating these expectations to our partners, and in supporting improvements that better meet student needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

The directions and initiatives outlined in the education plan are reflected in this guide. Some examples of these directions and initiatives include: learning in the workplace through the Registered Apprenticeship Program; the provision for students to learn skills through career and technology studies while at school, and/or with the assistance of business, to deliver some skills programs; the provision of the Kindergarten statement; and the provision for challenge assessments. All of these examples reflect a results orientation to curriculum.

The *Guide to Education: ECS to Grade 12* is released by Alberta Learning for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It has been developed to assist in the implementation of the objectives and underlying principles of the *School Act*. Policies, procedures and organizational information required to operate schools are included, or directions given for obtaining this information. For educators in francophone schools, please refer to the French version of the *Guide to Education: ECS to Grade 12* entitled *Guide de l'éducation, Manuel de la maternelle à la 12^e année*.

This guide serves the following purposes:

- identifies program requirements specified by Alberta Learning, and provides the foundations upon which these requirements are based
- provides information about Kindergarten to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- communicates information useful in organizing and operating Alberta schools to meet the needs of students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission and Basic Education section of the guide defines basic education and addresses the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Alberta Learning's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational directions and goals. This guide supports Alberta Learning's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

- Definitions

References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this guide, "jurisdiction and/or school authority" means the board of a public or separate school district, a regional division, a school division, charter schools and/or the operator of a private school accredited by the Minister under section 28(2) of the *School Act*.

Graduation is defined as having met the requirements to earn an Alberta High School Diploma or an Alberta High School Equivalency Diploma.

- Identification of Requirements

This guide contains information on a wide variety of topics. Some of the procedures are mandated; others are discretionary. Appendix 3 and passages in **boldface** are

	General Requirements for Admission to Post-secondary Educational Institutions	43
	Percentages and Letter Gradings	44
1R	High School Summer, Evening and Weekend Programs	44
	Courses and Programs	45
	Introduction	45
	Career and Life Management (CALM) 20	45
	Career and Technology Studies	46
	Senior High School Credits for Courses Completed in Junior High School	46
	Reporting Student Achievement	47
	Apprenticeship Articulation	47
	English Language Arts	47
	English as a Second Language	48
R	French Language	48
	Gifted and Talented Student Programs	49
	Green Certificate Program	50
	Information and Communication Technology	50
R	Instruction in Languages Other than English	51
R	Bilingual Programs	51
	Francophone Programs	51
R	Alternative French Language Programs (includes French immersion).....	51
	Instructional Time	51
R	Funding	52
R	Second Language Programs in Languages Other than English or French	52
R	Integrated Occupational Program	53
R	Junior High IOP Core and Occupational Courses	54
	Senior High IOP Courses	55
	Locally Developed/Acquired and Authorized Junior and Senior High School Optional Courses	56
	Information on Courses	57
	International Baccalaureate	57
	Religious Studies	57
	Mathematics	58
	Calculator Policy for Mathematics	58
	Mathematics Preparation 10	58

1 The “R” identifies defined or sourced sections, the text of which is indicated in boldface.

	Music—Private Study	59
	Off-campus Education	61
	Registered Apprenticeship Program	61
	Work Experience 15, 25 and 35	62
1 <i>R</i>	Learning Plans	62
	Reporting Work Experience Credits	63
	Work Study/Community Partnerships	63
	Work Study	63
	Community Partnerships	63
	Physical Education	64
	Exemptions—Senior High School	64
	Home Education	65
	Special Projects Credits	65
	Purpose	65
<i>R</i>	Procedures	65
<i>R</i>	Transfer Points (Recommended) and	
	Course Sequences	67
	English Language Arts Program	67
	French Language Arts Program	68
	Français Program	68
	French as a Second Language Program	68
	Mathematics Program	69
	Science Program	71
	Social Studies Program	72
	IOP, Occupational Courses to Career and Technology Studies Courses	72

PROGRAM ADMINISTRATION

	Instructional Delivery	73
	Aboriginal Education	73
	Blended Program	75
<i>R</i>	Charter Schools	75
<i>R</i>	Controversial Issues	76
	Distance Learning	77
	Guidance and Counselling Programs and Services	77
<i>R</i>	Home Education	77
	Learning Information Exchange Services	78
	Learning Technologies Branch	80
	Ministerial Directives	80
	Human Sexuality Education	80
	HIV/AIDS in Educational Settings	80
<i>R</i>	Online Delivery	81
<i>R</i>	Outreach Program	82

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School Library Program	83
Special Education	83
Program Information	84
Use of Human Tissue and Fluid in Educational Programs	84
Student Assessment ECS to Grade 9	85
Purpose of Assessment	85
Assessment as a Guide for Learning and Instruction	85
1R Assessment as the Basis for Communicating Individual Student Achievement	87
Provincial Achievement Testing Program	88
Individual Student Profile	89
Senior High School Graduation Requirements	91
Introduction	91
R Alberta High School Diploma Graduation Requirements	92
R Certificate of Achievement	94
Student Placement and Promotion	95
Placement and Promotion	95
Grade 10 Students	95
R Senior High School Courses and Credits for Junior High School Students	95
French as a Second Language	97
Exceptions	98
Senior High School Credits for Post-secondary Courses	98
R Evaluation of Out-of-province Educational Documents	98
R Visiting or Exchange Students	100
Student Assessment in Senior High School Subjects	101
R Introduction	101
R Reporting Student Achievement in Senior High School Subjects	101
Reporting CTS Courses	103

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	Grade 12 Validation Statement	103
	Grade 12 Exemptions for Transfer-in Students	103
	Diploma Examinations Program	104
1 <i>R</i>	January and June Diploma Examinations	104
	August Diploma Examinations	105
	November and April Diploma Examinations	105
	Diploma Examinations Schedules	105
	Eligibility to Write	106
	Rewrite Fees	106
<i>R</i>	Accommodations for Students with Special Diploma Examination Writing Needs	106
	Exemption from Writing Diploma Examinations	107
	Diploma Examination Results Statement	107
	Reporting to the Public	108
	Appeal Procedures	108
<i>R</i>	School-awarded Course Marks	108
	Diploma Examination Marks	109
	Rescoring a Diploma Examination	109
	High School Diplomas, Certificates of Achievement and Transcripts	109
	Language Versions	109
	Provisions for Mature Students	110
	Credits for Private School Instruction	110
	Awarding Course Credits	111
<i>R</i>	Introduction	111
<i>R</i>	Rules Governing Awarding of Credits	112
	Number of Senior High School Credits in French and Other Languages	112
<i>R</i>	Course Sequence Transfer	112
	Course Level Transfer in Diploma Examination Courses	113
<i>R</i>	Prerequisite Standing	114
<i>R</i>	Course Challenge	114
	Exceptions	115
<i>R</i>	Waiver of Prerequisites and Credits for Waived Prerequisite Courses	115
	Exceptions	116
<i>R</i>	Retroactive Credits	117

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	Mature Students	121
1 <i>R</i>	Mature Student Status	121
<i>R</i>	High School Equivalency Diploma	124
<i>R</i>	Alternative 1	124
<i>R</i>	Alternative 2	125
	Special Cases Committee	127
	Frame of Reference of the Committee	127
	Membership of the Committee	127
<i>R</i>	Functions of the Committee	127
<i>R</i>	Directions for Contacting the Committee	128

RESOURCES AND SERVICES

	Learning Resources	129
	Introduction	129
	Learning Resources Credit Allocation	130
	Basic Student Learning Resources	130
	Support Student Learning Resources	130
	Learning Resources for the Visually Impaired	130
	Locally Developed/Acquired Student Learning Resources	131
	Curriculum Support Resources for Teachers	131
	Authorized Teaching Resources	131
	<i>Learning Resources Centre Resources Catalogue</i> .	132
	Basic Learning Division	133
	Introduction	133
	Provincial Standards and Processes Sector	133
	Governance and Program Delivery Branch	133
	Curriculum Branch	134
	French Language Services Branch	134
	Learning and Teaching Resources Branch	135
	Professional Development and Certification Branch	135
	Special Programs Branch	135
	Field Services Sector	136
	Zone 1 to Zone 6 Services Branches	136
	Aboriginal Services Branch	136
	Project Management and Interagency Coordination Sector	137
	Addresses	139
	Alberta Learning Branch Addresses	139
	Other Addresses	142

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APPENDICES

1. Provincially Authorized Senior High School Courses, Course Codes and Course Names	143
2. Registered Apprenticeship Program (RAP), Course Codes and Course Names	159
3. Course Challenge	165
Information Bulletin on HIV/AIDS in Educational Settings.....	169

INDEX

.....	175
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Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Programming Principles

The development of programs to meet the educational needs of students involves more than one level of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for the core subjects that apply to all students, as well as those that apply for optional courses or programs. Alberta Learning seeks broad input from educators, business, industry and the community, in planning programs of study.

At the local level, planning involves decisions about how programs of study can be implemented best with particular groups of students and with individual students. This type of planning is referred to as programming.

- Programs of study are established at the provincial level and apply to all students.
- Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, by schools, by teachers and by students.

Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- providing time for learning based on student progress.

Programming decisions are made best at the local level to ensure that the scope of programs offered and the delivery of those programs is responsive to student growth in learning. Decision making at the local level also provides opportunity for effective use of local resources and for local guidelines to be recognized.

PROGRAM LEGISLATION: *The School Act*^❶

Introduction

This section of the guide contains extracts from the *School Act* that highlight the role expectations for school councils, principals, teachers and students. Sections from the *Act* regarding student attendance, suspension and expulsion also have been included so that they may be related to the role of the student.

The *School Act*

The *School Act* sets out the legal parameters that govern the education of students in the province of Alberta. The management, operation and powers of school boards are outlined in the *Act*.

The *Act* gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Learning's position on key educational issues. These policies identify expected outcomes and establish direction for action.

Procedures specify how a policy is to be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

❶ All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The governance of basic learning in Alberta is guided by the following principles:

- policies and procedures rather than rules are to continue to be used for setting educational goals and directions
- the province is to continue to provide consistent direction, while encouraging flexibility and discretion at the school authority and school level by keeping policies and procedures to a minimum
- all Alberta Learning's regulations, policies and procedures are to be consistent with the objectives and underlying principles of the *School Act*.

The *School Act* is available for purchase from the Queen's Printer Bookstore, Edmonton or Calgary.

Role of the School Council

Section 22 of the *School Act* states:

- a school council shall be established in accordance with the regulations for each school operated by a board
- the majority of the members of a school council shall be parents of students enrolled in the school
- a board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic
- a school council may, at its discretion:
 - advise the principal and the board respecting any matter relating to the school
 - perform any duty or function delegated to it by the board in accordance with the delegation
 - consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister
 - consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
 - do anything it is authorized under the regulations to do

- **subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions**

These functions may include, but are not limited to, policies respecting:

- the nature of the programs offered
 - the expenditure of money
 - the educational standards to be met by students
 - the management of the school.
- **a school council may make by-laws governing its meetings and the conduct of its affairs**
 - **subject to the regulations, a board may develop and implement policies respecting school councils:**
 - a board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school
 - **the Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations**
 - **the Minister may make regulations:**
 - respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council
 - respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities
 - respecting any other matter the Minister considers necessary respecting school councils
 - exempting a school or class of schools from the application of this section.

Role of the Principal

Section 20 of the *School Act* states a principal of a school must:

- provide instructional leadership in the school
- ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this *Act*
- evaluate or provide for the evaluation of programs offered in the school
- ensure that students in the school have the opportunity to meet the standards of education set by the Minister
- direct the management of the school
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
- promote co-operation between the school and the community that it serves
- supervise the evaluation and advancement of students
- evaluate the teachers employed in the school
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Role of the Teacher

Section 18 of the *School Act* states a teacher, while providing instruction or supervision, must:

- provide instruction competently to students
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this *Act*
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this *Act*
- encourage and foster learning in students

- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Role of the Student

Section 12 of the *School Act* states a student shall conduct himself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing his studies
- attend school regularly and punctually
- co-operate fully with everyone authorized by the board to provide education programs and other services
- comply with the rules of the school
- account to his teachers for his conduct
- respect the rights of others.

Student Attendance

Attendance at school is compulsory for eligible students who, **at September 1 in a year, [are] 6 years of age or older, and [are] younger than 16 years of age** [*School Act*, section 13(1)]. Section 60(3)(b) of the *School Act* allows school authorities to **make rules respecting the attendance of students at schools**. Section 12(b) sets out expectations for student conduct regarding attendance at school, and section 14 addresses enforcing school attendance.

Section 15 Attendance at School

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by section 15 of the *School Act* **where:**

- a student who is required to attend a school under section 13 does not attend school, and
- attempts to enforce school attendance under section 14 have, in the opinion of the board, not been effective, the board of which the student is a resident

student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

- Where a student who is required to attend a school under section 13:
 - is enrolled in a private school, and
 - does not regularly attend that private school,

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

Section 128 Order of Attendance Board

Section 128 of the *School Act* states that **on hearing a matter referred to it, the Attendance Board may order the parents and student to do a number of things, including directing the student to attend school or directing the parents of a student to send the student to school. An order of the Attendance Board, when filed with the clerk of the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court.**

Children may be exempted, by parental request, from two components of the health program: Theme V, Human Sexuality; and the Child Abuse Prevention Unit. Physical education exemptions are as outlined in this guide.

For further information on exemptions by parental request, see section 13 of the *School Act*.

Suspension and Expulsion of Students

Principals and teachers should be aware of the relationship among the code of student conduct, section 12, and suspension of students, section 24 and expulsion of students, section 25. Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with what is acceptable for student conduct and the consequences, to both students and parents, should students fail to comply.

Section 1 of the *School Act* states under Interpretation: **In this Act**

- “suspend” means to remove a student:
 - from school
 - from one or more class periods, courses or education programs, or

- from riding in a school bus
for a period of 10 school days or less in accordance with section 24.
- “expel” means to remove a student:
 - from school
 - from one or more courses or education programs, or
 - from riding in a school bus
for a period of more than 10 school days in accordance with section 25.

Suspension
[*School Act*,
Section 24]

- A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal:
 - the student has failed to comply with section 12, or
 - the student’s conduct is injurious to the physical or mental well-being of others in the school.
- A teacher may suspend a student from one class period.
- A principal may suspend a student:
 - from school
 - from one or more class periods, courses or education programs, or
 - from riding in a school bus.
- A principal may reinstate a student suspended under subsection (2) or (3).
- When a student is suspended under subsection (3), the principal shall:
 - forthwith inform the student’s parent of the suspension
 - report in writing to the student’s parent all the circumstances respecting the suspension, and
 - if requested, provide an opportunity to meet with the student’s parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
- If the student is not to be reinstated within 5 school days of the date of the suspension, the principal shall:
 - forthwith inform the board of the suspension, and
 - report in writing to the board all the circumstances respecting the suspension and the principal’s recommendations

and the student remains suspended until the board has made a decision under subsection (8).

Expulsion
[*School Act*,
Section 25]

- The principal may recommend that the board expel the student if:
 - the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12, or
 - the student's conduct is injurious to the physical or mental well-being of others in the school.
- The board shall within 10 school days of the date of the suspension:
 - reinstate the student, or
 - expel the student from school in accordance with section 25.
- Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.
- On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if:
 - the principal has recommended that the board expel the student, and
 - the student has been offered another education program by the board.
- An expulsion must be for a period of more than 10 school days.
- When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older:
 - of the expulsion, and
 - of the right to request a review under section 124.
- The board may re-enrol a student who has been expelled.

Expulsion cannot be used indefinitely to deny an eligible student access to an education program. When addressing suspensions or expulsions, administrators also need to consider the following sections of the *School Act*:

- section 8, the right of access to an education
- section 13(5)(c,d), excused from compulsory attendance
- section 45(1), the responsibility of a board to provide resident students with an education program.

Regulations

Introduction

The following subsections provide a synopsis of those regulations that are relevant to the operation of school programs. For the complete regulations, refer to the *Policy, Regulations and Forms Manual*. The sections of the *School Act* to which these regulations refer, and the regulation numbers, are noted.

Charter Schools

Division 3
Policy 1.1.1
Alta. Reg. 136/95

The Charter School regulation addresses the definition of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment, and charter repeal.

Early Childhood Services

Section 30
Alta. Reg. 31/2002

This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.

Home Education

Section 29
Alta. Reg. 126/99
as amended

This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school.

The regulation provides parents with alternatives in regard to supervision. They may notify their supervising board or supervising private school of their desire to educate their child at home.

Language of Instruction

Section 10(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*.

Practice Review of Teachers

Section 39(3)(a)
Section 94(1)
Alta. Reg. 4/99

This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon in cases where the local process has failed. This includes conduct by teachers not subject to the discipline procedure of the *Teaching Profession Act*. The regulation includes a process for initiating complaints and conducting investigations, hearings and appeals.

Private Schools

Section 28(6)
Alta. Reg. 190/2000

Section 28(1) and (2) set out the requirements for registered and accredited private schools.

The regulation addresses the application for registration and accreditation; the required programs for funded private schools; the additional records to be kept by private schools; rules for discipline, suspension and expulsion; required notices; school policies; required insurance; and financial reporting provisions.

This regulation also requires private schools, among other obligations, to complete an Annual Operational Plan (AOP) form; keep student records; to ensure student records follow the student when the student changes schools; and make rules for discipline, suspension and expulsion.

Student Evaluation

Section 39(3)(c)
Alta. Reg. 169/98

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Learning's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process; ministerial determination of fees and the use of evaluation results.

Student Record

Section 23(9)
Alta. Reg. 71/99

This regulation itemizes what the student record, established and maintained by the school board, shall and shall not contain, states the length of time a record must be retained, the disposal and destruction of records, what happens when a student transfers to another school, and regulation compliance. It also addresses right of access to a record and the disclosure of information in accordance with the *Freedom of Information and Protection of Privacy Act*.

PROGRAM PLANNING: Programs of Study

Programs of Study

The following programs of study are prescribed by order of the minister pursuant to section 39(1) of the *School Act*.

- *Program of Studies: Elementary Schools*
- *Program of Studies: Junior High Schools*
- *Program of Studies: Senior High Schools*

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
 - General Outcomes
 - Specific Outcomes.

Alberta Learning develops programs of study in both English and French. Alberta Learning recognizes that English and French are official languages of Canada and that Canadian citizens belonging to the French-language minority in Alberta have the right to have their children educated in French according to section 29 of the *Canadian Charter of Rights and Freedoms* and section 5 of the *Alberta School Act*.

Learning Resources

All authorized learning and teaching resources available for purchase are listed in the *Learning Resources Centre Resources Catalogue*, in print, and electronically through the LRC web site at <www.lrc.learning.gov.ab.ca>. Also, all authorized resources are listed at the Alberta Learning web site under Kindergarten to Grade 12, Curriculum, and Curriculum Resources.

Instructional time does not include:

- teacher convention
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

Access to Instruction Grade 1 to Grade 9

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act*, and to allow for a balanced program that leads to the student learning outcomes indicated in the description of Basic Education, **schools are required to ensure that Grade 2 to Grade 9 students have access to 950 hours of instruction per year in each grade. For Grade 1, alternative minimum times enabling a smooth transition from ECS are permissible.**

Policy 1.5.3, Languages Other Than French or English, states that **partial immersion (bilingual) program means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50 per cent of the instructional day. In offering a partial immersion (bilingual program), boards:**

- must ensure that students also have opportunity to acquire competence in all English language arts skills to meet graduation requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, providing the instruction time is consistent with the direction in this guide.

Organizing Instructional Time

The following requirements and considerations apply.

- **All students must be provided access to a specified number of hours of instructional service.** See the Kindergarten Minimum Hours and Access to Instruction Grade 1 to Grade 9 in this section.

- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students; e.g., block planning, artist in residence.
- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

Elementary Program

In planning for instruction in the elementary grades, the following percentage time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

Percentage Time Allocations Recommended

Grade 1 and Grade 2

Subject Areas	English Instruction Percentage	French Instruction Percentage
English Language Arts	30%	0%–10%
French Language Arts ^①	0%	20%–30%
Français ^②	0%	30%
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%

Information and Communication Technology (ICT) is a core program infused within core curricula in English language arts, mathematics, science and social studies at all grade levels.

Time for optional subjects (e.g., second languages, drama, religious instruction), Information and Communication Technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	15%
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① French language arts is taught in alternative French language programs (includes French immersion).

② Français is taught in francophone programs.

Grade 3 through Grade 6

Subject Areas	English Instruction Percentage	French Instruction Percentage
English Language Arts	25%	{ 35% }
French Language Arts ^① /Français ^②	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%

Information and Communication Technology (ICT) is a core program infused within core curricula in English language arts, mathematics, science and social studies at all grade levels.

Time for optional subjects (e.g., second languages, drama, religious instruction), Information and Communication Technology outcomes not integrated with a core subject, or additional allocations to the core subjects listed above.	15%	10%
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① French language arts is taught in alternative French language programs (includes French immersion).

② Français is taught in francophone programs.

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grade 3, 6, 9 and 12. Schools have three years, from September 2000 to June 2003, to phase in the program. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a standalone course, but rather within the context of other subject areas being studied. All school authorities were required to have an ICT curriculum implementation plan in place by September 2000 that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Elementary Program Optional Subjects

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed and approved at the local level, as per section 60(1)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level.

- Blackfoot Language and Culture Program
- Cree Language and Culture Program
- Drama
- French as a Second Language
- Ukrainian Language Arts

Early Literacy Initiative

The Early Literacy Initiative (ELI) addresses the needs of children in Early Childhood Services (ECS) programs and students in Grade 1 and Grade 2 who are experiencing difficulties in developing reading readiness and early literacy skills. The initiative provides school authorities with additional human resources that may be flexibly deployed, as long as the ultimate benefit of any assignment serves to enhance the literacy skills of those identified as being at risk. The ELI also provides funding for resources, as well as inservices for teachers and other staff deployed as part of the program.

For more information about the Early Literacy Initiative, see the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*, or contact the Special Programs Branch.

Junior High Instructional Time

At the junior high level, schools must provide access to 950 hours of instruction per year in each grade.

Junior High Program

The primary consideration that schools need to take into account when organizing for instruction, is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended times. It is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

Recommended Time Allotments for the Required Junior High School Program

<u>Subject Areas</u>	<u>Hours, or More, Per Year</u>
English Language Arts	150
French Language Arts^① and English Language Arts Français^② and English Language Arts	{250}
Mathematics	100
Science	100
Social Studies	100
Physical Education	75
Optional Courses	150
Health and Personal Life Skills	③
Information and Communication Technology	④

① French language arts is taught in alternative French language programs (includes French immersion).

② Français is taught in francophone programs.

③ Health and Personal Life Skills is a required course, but it is not necessary to offer this course each year. Therefore, it is recommended that Health and Personal Life Skills be offered for 150 hours or more over the three years, Grade 7 through Grade 9.

④ Information and Communication Technology (ICT) is a core program infused within core curricula in English language arts, mathematics, science and social studies at all grade levels.

For schools offering instruction in a language other than English or French (*School Act*, section 11), the above time recommendations for core courses apply. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grade 3, 6, 9 and 12. Schools have three years, from September 2000 to June 2003, to phase in the program. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a standalone course, but rather within the context of other subject areas being studied. All school authorities were required to have an ICT curriculum implementation plan in place by September 2000 that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Junior High Optional Courses

Schools shall offer two provincially authorized optional courses except where instruction in a language other than English (*School Act*, sections 10 and 11) is offered, then only one provincially authorized optional course is required.

Optional courses help students achieve the outcomes outlined in the Vision, Mission and Basic Education section. Also, optional courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings in other subject areas.

Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

Optional Courses

The optional courses are categorized as follows.

Aboriginal Languages

- Blackfoot Language and Culture Program
- Cree Language and Culture Program

Career and Technology Studies

- Introductory level courses for all CTS strands are considered appropriate for junior high school students.

Environmental and Outdoor Education

Ethics

- This course may be offered in Grade 7, Grade 8 or Grade 9.

Fine and Performing Arts

- Art
- Drama
- Music
 - Choral
 - General
 - Instrumental

Locally Developed/Acquired and Locally Authorized Optional Courses

Religious Studies

- Religious studies may be offered at the discretion of the local school board, under section 50 of the *School Act*.

Second Languages

- French
 - German
 - Ukrainian
- French as a Second Language and French Language Immersion Policy 1.5.2 in the *Policy, Regulations and Forms Manual* states that **since French is one of Canada's official languages ... Alberta Learning encourages opportunities for all Alberta students to learn French by making available alternative French language programs (includes French immersion), French second language courses and related services.**

French as a Second Language: French as a second language (FSL) is a program in which the French language is taught as a subject, often between 30 and 40 minutes a day, to help students develop French language communication skills, knowledge and cultural awareness.

For more information, see under French Language in the Courses and Programs section.

The French as a second language program is organized into three language proficiency levels: Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. Students start at the Beginning level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels and then continue with the Intermediate 4, 5 and 6 sublevels. Students may take several years to reach Beginning level 3 or Intermediate level 6 proficiency, depending on the amount of instructional time accessed and the type of program delivery.

Junior high schools may offer a Beginning level or an Intermediate level FSL program. A Beginning level program is for students who:

- start to learn FSL in junior high school
- continue a Beginning level program from elementary school.

An Intermediate level program is for students who:

- have attained the outcomes of the Beginning level program in elementary school—a minimum of 250 hours of instruction in FSL prior to junior high school.

Boards offering alternative French language programs (includes French immersion) and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.

To assist with the assessment and placement of students who have taken FSL in elementary schools, see *French as a Second Language – Evaluation Resource Package – Model Tests for the Beginning Levels 1, 2, 3 in Elementary Schools/ Français langue seconde – Trousse d'évaluation – Tests modèles pour les niveaux Débutant 1, 2, 3 des écoles élémentaires*.

Note: Junior high schools may offer the Beginning level program in junior high school for 5 senior high school credits and a final mark in French 10. Students who take the Beginning level program for senior high school credits should receive at least 225 hours of FSL instruction over the three years of junior high school. The final assessment in FSL in junior high school is to cover the outcomes of the French 10 program of studies in all knowledge, skills and attitudes.

The senior high school principal may accept a recommendation from the junior high school principal that a student has successfully completed the equivalent of French 10 and should receive 5 credits and a final mark. French 10 then can be included when reporting student achievement through the normal student records system. The French 10 mark will also be included in the student's transcript.

Students successfully completing French 10 in junior high school are to be placed in French 20 in senior high school.

Principals are urged to ensure that credits to be earned are recorded correctly and checked carefully at the school level. For more information about these procedures, see under the Learning Information Exchange Services in the Instructional Delivery section.

Focused, Articulated Programming

Some school systems have worked in cooperation with local post-secondary institutions and employers to develop high school programming that articulates with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the Alberta High School Diploma. This programming is focused in that it combines a selection of interrelated CTS courses with appropriate academic courses and off-campus learning. Many school systems use the term "Tech Prep" to describe such programming. Alberta Learning encourages these local initiatives.

For more information, contact the Curriculum Branch.

Student Information Needs

- Also see under Planning in Junior High for Senior High Programs in the ECS to Grade 9 Programming section.
- Students should be given assistance in planning their senior high school programs. Steps also should be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this guide.
- In addition to graduation requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this guide.

In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. Also see Focused, Articulated Programming in this section.

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- Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses.

For more information about the Alberta Distance Learning Centre, see the Instructional Delivery section.

- Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 10 of the *School Act* have the opportunity to complete most of their core course work in French, with the exception of English language arts requirements.
- Aboriginal students also may access resources and programs that are designed to meet their needs and to further their knowledge of Aboriginal languages and cultures. The Native Education Policy 3.6.3 is in the *Policy, Regulations and Forms Manual*.

Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

These scholarships are awarded to students achieving an average of 80% or higher in five designated subjects in each of Grade 10, Grade 11 and Grade 12. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. Also see Percentages and Letter Gradings in this section.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For more information, contact the Alberta Heritage Scholarship Fund.

Courses and Programs

Introduction

This section of the guide provides information primarily about senior high school courses and programs. However, in several instances, references to courses and programs are made for elementary, Kindergarten to Grade 6, and to junior high school, Grade 7 to Grade 9. Such references have been included here to reduce repetitiveness of information.

The areas pertaining to more than senior high school are:

- Career and Technology Studies
- Alternative French Language Programs (includes French Immersion)
- Information and Communication Technology
- Instructional Time and Funding
- Second Language Programs in Languages Other Than English or French
- Integrated Occupational Program
- Locally Developed Courses
- Mathematics
- Off-campus Education, including Work Study/Community Partnerships
- Physical Education.

Career and Life Management (CALM) 20

CALM 20 may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or Grade 12 year, if such students plan to take three sciences, as well as a fine arts or career and technology studies course in Grade 11.

Exemptions

Transfer-in students and mature students may be exempted from the CALM 20 requirement. See under the Grade 12 Exemptions for Transfer-in Students in the Student Achievement in Senior High School Subjects section and also the Mature Students section.

Career and Technology Studies

CTS is a competency-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students.

CTS is organized into the following 22 strands. Strands are made up of 1-credit courses.

Agriculture	Financial Management
Career Transitions	Foods
Communication Technology	Forestry
Community Health	Information Processing
Construction Technologies	Legal Studies
Cosmetology Studies	Logistics
Design Studies	Management and Marketing
Electro-Technologies	Mechanics
Energy and Mines	Tourism Studies
Enterprise and Innovation	Wildlife
Fabrication Studies	
Fashion Studies	

Senior High School Credits for Courses Completed in Junior High School

Some students may complete successfully all of the outcomes for individual CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has completed successfully all of the course outcomes and should be given credit. A mark of "P" for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This course can then be included when reporting student achievement through the normal student records system and will appear on the student's transcript.

Note 1: Any CTS courses completed in junior high school and recommended for credits in senior high school will not receive credit enrollment unit (CEU) funding.

Note 2: The course challenge provision does not apply to these students.

More information is available in the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*.

Reporting Student Achievement

Schools are to report student achievement in CTS with a percentage grade, at the 1-credit course level.

Note: The option of reporting a "P" for pass is available **only** when credit recommendation is based on course completions in junior high school. All other circumstances require the reporting of a percentage grade.

Apprenticeship Articulation

Articulation agreements have been established with the Automotive Service Technician, Cabinetmaker, Carpenter, Cook, Electrician, Electronic Technician, Hairstylist, Warehousing, Outdoor Power Equipment Technician and Welder trades. Based on these agreements, and a policy on prior learning assessment developed by the Apprenticeship and Industry Training Division of Alberta Learning, students may qualify for a portion of the in-school training component and on-the-job credit for these trades. These students are to have taken the appropriate career and technology studies (CTS) courses and successfully challenged the appropriate theory examinations in the respective trades.

The articulation information regarding practical arts programs and the apprenticeable trades that was previously contained in this guide has been removed. Students who completed the old practical arts courses and wish to pursue an apprenticeship are encouraged to seek more information as indicated below.

Students and their parents should be made aware that admission into apprenticeship programs may not require a high school diploma.

For more information, contact the Apprenticeship and Industry Training Division.

English Language Arts

The new senior high school English language arts programs have resulted in content changes in this guide in the following areas:

- Transfer Points, under English Language Arts, in the Courses and Programs section
- Course Sequence Transfer in the Awarding Course Credits section
- Courses Eligible for Retroactive Credits, under Retroactive Credits, in the Awarding Course Credits section
- Appendix 1: Provincially Authorized Senior High School Courses, Course Codes and Course Names, under Language Arts, English.

English as a Second Language

Senior high schools with students learning English as a second language should refer to the senior high school program of studies. Elementary schools should refer to the *Elementary English as a Second Language: Guide to Implementation*, 1996, available for purchase from the Learning Resources Centre, or for viewing and downloading from the Alberta Learning web site. Junior high schools can find useful information in both of these documents.

For more information, see the English as a Second Language Policy 1.5.1 in the *Policy, Regulations and Forms Manual*, and the *Language Education Policy for Alberta*, 1988, or contact the Curriculum Branch.

French Language

Language Policy

Boards offering alternative French language programs (includes French immersion) and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.

For more information, see under Junior High Optional Courses in the ECS to Grade 9 Programming section. Also see the *Policy, Regulations and Forms Manual*.

French as a Second Language Program

The senior high school French as a second language (FSL) program consists of seven courses:

- French 13 (Beginning French 1/2)
- French 10 (Beginning French 2/3)
- French 20 (Intermediate French 4/5)
- French 30 (Intermediate French 5/6)
- French 31a (Advanced French 7)
- French 31b (Advanced French 8)
- French 31c (Advanced French 9).

The school-leaving standard for FSL is French 30 (Intermediate French 5/6).

When students enter senior high school, they should be placed in FSL courses that correspond to their level of proficiency in FSL. For example, a student who has acquired the skills and knowledge required in Beginning level FSL should be placed in French 20. A student who has completed the equivalent of French 20 in junior high school should be placed in French 30.

Note: To assist with the placement of students in FSL courses, see *French as a Second Language: Placement Instruments for Senior High School Courses*, Alberta Education, 1998.

Instruction in Languages Other than English

Bilingual Programs

According to section 11 of the *School Act*, a school board may authorize the use of a language other than English or French as a language of instruction. In such cases, “**partial immersion (bilingual) program**” means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50% of the instructional day. A Ukrainian Language Arts (ECS to Grade 12) program of studies is available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult the document *Framework for a Locally Developed Language Arts Curriculum for a Language Other Than English or French (ECS–Grade 12)*, 1989.

Francophone Programs

Section 10 of the *School Act* states that where individuals have rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should consult the *Language Education Policy for Alberta*, 1988 and the *Policy, Regulations and Forms Manual*.

For more information, contact the French Language Services Branch.

Alternative French Language Programs (includes French immersion)

According to section 11 of the *School Act*, **a board may authorize the use of French or any other language as a language of instruction.** Alberta Learning encourages opportunities for all Alberta students to learn French by making available programs and services for alternative French language programs (includes French immersion) and French as a second language programs and courses.

Instructional Time

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as a language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of alternative French language programs (includes French immersion).

Kindergarten	100%
Grades 1 – 2	90% – 100%
Grades 3 – 6	70% – 80%
Grades 7 – 9	50% – 80%
Grades 10 – 12	40% – 80%

More information is available in the *Policy, Regulations and Forms Manual*, the current *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*, and from the French Language Services Branch.

Funding

The following table summarizes the minimum number of instructional hours per year, using French as the language of instruction, that are required to qualify for Official Languages in Education program funding and for full-time equivalent (FTE) funding in alternative French language programs (includes French immersion)/French first language programs.

Alternative French Language Programs (Includes French Immersion)/French First Language	Instructional Hours in French for Minimum Program Funding	Instructional Hours in French for Full FTE Funding
Kindergarten	238	712
Grades 1 to 6	475	712
Grades 7 to 9	380	570
Grades 10 to 12	250 (10 credits)	600

School authorities only receive funding at the French as a second language rate for students who receive less than the above minimum number of instructional hours in French. That is, less than 238 hours in Kindergarten, less than 475 hours in Grade 1 to Grade 6, less than 380 hours in Grade 7 to Grade 9, and less than 250 hours in Grade 10 to Grade 12.

For more information, see the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*.

Second Language Programs in Languages Other than English or French

A “second language course” means a course in which the second language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Second language courses, for senior high school, have been developed provincially for Blackfoot, Cree, German, Italian, Japanese, Latin, Spanish and Ukrainian.

The Blackfoot and Cree, ECS to Grade 9, Language and Culture programs are intended for students beginning their study of these languages in Grade 1; however, both these programs may be adjusted to meet the learning needs of students who commence their studies in junior high school. Separate Blackfoot 10–20–30 and Cree 10–20–30 programs are also available to senior high school students.

Senior High IOP Courses

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the Integrated Occupational Program, upon completion of a Certificate of Achievement, may wish to complete their Alberta High School Diploma as well. Should this occur, 10 credits in a 36-level course from any occupational cluster will satisfy both of the 10-credit requirements for the Alberta High School Diploma. Students who wish to complete the Alberta High School Diploma are expected to satisfy the requirements as outlined in the Senior High School Graduation Requirements section.

Some students in the Integrated Occupational Program may wish to complete an Alberta High School Diploma rather than completing their Certificate of Achievement. These students are expected to meet the specified Alberta High School Diploma graduation requirements.

Locally Developed/Acquired and Authorized Junior and Senior High School Optional Courses^❶

Alberta Learning supports the local development and authorization of junior high school and senior high school optional courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

In developing/acquiring instructional materials, school boards should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the school authority.

Prior to submitting a senior high school locally developed/acquired course outline to the school authority for approval, the course outline is to be forwarded to the Director, Curriculum Branch, for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, is to be filed with the school authority as it considers course approval.

School authorities then forward all completed authorizations and course outlines of credit courses, including second language courses, to the Director, Curriculum Branch, by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Learning keeps these on file and maintains a locally developed/acquired courses database.

All school authorities wishing to continue offering a locally authorized course need to reauthorize their locally developed/acquired courses or programs every three years. Reauthorizations do not require a review for overlap by the Curriculum Branch.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

^❶ The waiver prerequisite provision does not apply to any locally developed/acquired and locally authorized senior high school optional courses.

School authorities are to inform the Director, Curriculum Branch, of all locally developed/acquired course reauthorizations, including second language courses. New board motions for these reauthorizations also are to be forwarded to the Director, Curriculum Branch, for all courses, including second language courses.

School authorities are responsible for obtaining clearance of copyright and permission to use courses, learning resources and other related materials developed by other school authorities.

For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, refer to the *Policy, Regulations and Forms Manual*.

Information on Courses

For current information on what locally developed/acquired and locally authorized courses are being offered in the province, contact the Curriculum Branch.

International Baccalaureate

School authorities offering the International Baccalaureate program are permitted to develop and locally authorize these courses. Only those schools authorized to offer the International Baccalaureate program are permitted to use these courses.

Religious Studies

Religious studies may be offered at the discretion of the school board under section 50 of the *School Act*.

School authorities requiring the authorization or reauthorization of religious studies courses are to continue following the Locally Developed Religious Studies Courses provision. A description of each course is to be forwarded to the Director, Curriculum Branch.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the Locally Developed Religious Studies Courses provision. These courses continue to require ministerial authorization.

All school authorities wishing to continue offering locally developed religious studies courses for credit need to submit their requests for reauthorization to the Director, Curriculum Branch, every three years.

For more information on locally developed/acquired and locally authorized junior and senior high school optional courses, refer to the *Policy, Regulations and Forms Manual*.

Mathematics

The senior high school mathematics programs have resulted in content changes in this guide in the following areas:

- Planning in Junior High for Senior High Programs in the ECS to Grade 9 Programming section
- Assisting in Student Planning in the Senior High School Programming section
- Calculator Policy for Mathematics
- Transfer Points, under Mathematics, in the Courses and Programs section
- Alberta High School Diploma Graduation Requirements in the Senior High School Graduation Requirements section
- Course Challenge, under Exceptions, in the Awarding Course Credits section
- Waiver of Prerequisites and Credits for Waived Prerequisite Courses, under Exceptions, in the Awarding Course Credits section
- Courses Eligible for Retroactive Credits, under Retroactive Credits, in the Awarding Course Credits section
- Appendix 1: Provincially Authorized Senior High School Courses, Course Codes and Course Names, under Mathematics.

Calculator Policy for Mathematics

To ensure compatibility in Alberta's programs of study for senior high school mathematics, Alberta Learning expects students to use calculators in their day-to-day studies as well as when writing diploma examinations in mathematics and the sciences.

Graphing calculators have been recommended for Mathematics 30 since 1991, and in 1996 Alberta Learning informed schools that the two new senior high school programs, Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30, would require graphing calculators. School authorities decide whether to have students purchase calculators, make rental calculators available like textbooks, provide class sets, or loan calculators through the school library.

Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. A 3-credit course may be offered for 62.5 hours of instruction and will be funded at 2.5 CEUs.

Off-campus Education

[Policy 1.4.3]

Alberta Learning's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The Off-Campus Education policy supports efforts made to enhance and expand learning through the use of community resources. The policy includes a number of programs and a range of instructional and delivery strategies. The Off-Campus Education policy:

- supports the use of off-campus initiatives across the curriculum; that is, courses and course components in both core and optional subject areas
- supports the issuing of high school credit for workplace learning that is approved by the school and by the employer.

Specific procedures and legislation about off-campus education programs are provided in the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 and the *Policy, Regulations and Forms Manual*.

The off-campus policy includes the following categories:

- Integrated Occupational Program
- Registered Apprenticeship Program
- Work Experience 15, 25 and 35.

Program components include:

- community partnerships
- job shadowing
- mentorships
- work study.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.

Information about RAP may be obtained from the Curriculum Branch or from the nearest Apprenticeship and Industry Training Office, Alberta Learning. Additional information, course sequences and course codes and names for RAP are contained in Appendix 2.

Work Experience 15, 25 and 35

Work experience education is addressed in the Off-Campus Education policy.

1. Each of the Work Experience 15, 25 and 35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
2. Career Readiness courses are available within the Career Transitions strand of the Career and Technology Studies program. These courses are linked to the Work Experience 15, 25 and 35 courses, as follows.
 - The introductory course, CTR1010: Job Preparation, is a required course for, but in addition to, the first work experience course taken by a student.
 - The intermediate course, CTR2010: Job Maintenance, is a recommended course for the second work experience course taken by a student.
 - The advanced course, CTR3010: Preparing for Change, is a recommended course for the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course is to be time-based; i.e., 25 hours per credit. The exception is that 3-credit courses are to be offered for 62.5 hours and will be funded at 2.5 credit enrollment units.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- A student completing Work Experience 35 for 10 credits will have met the "10 credits in any 30-level courses" graduation requirement for the Alberta High School Diploma.
- The provision of credits for waived prerequisite courses, as outlined in this guide, does not apply to Work Experience 15, 25 and 35. Nor does the course challenge provision apply.

Learning Plans

The board shall be responsible for ensuring that course content, where available, is followed and where necessary, developed; and that off-campus education courses approved by the board shall specify outcomes for each student, as covered in Procedure 3 and Procedure 4 of the Off-Campus Education policy.

It is recommended that learning plans be developed for students enrolled in a work experience course through consultations among the teacher, student and employer.

Transfer Points (Recommended) and Course Sequences

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see under Course Sequence Transfer in the Awarding Course Credits section.

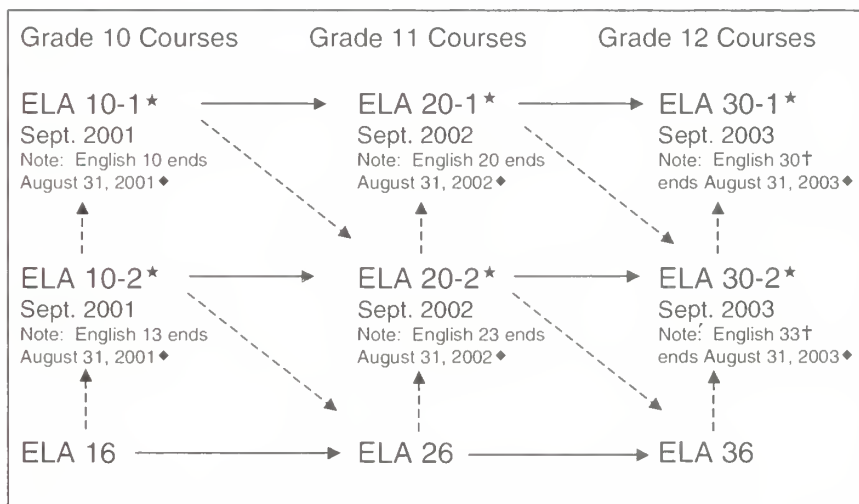
Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

- English Language Arts Program
- French Language Arts Program
- Français Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- IOP, Occupational Courses to Career and Technology Studies Courses.

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10–20–30. This route is designated by solid arrows. However, Alberta Learning recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

English Language Arts (ELA) Program



★ This program represents a moderate degree of change. Transfer across course sequences from the new to the old can occur at the end of the semester. For example, while the new courses are phased-in, students will be able to transfer from English Language Arts 20-1 to 30 and 20-2 to 33.

† The last date of the English Language Arts 30 and English Language Arts 33 diploma examinations is August 2005.

(continued)

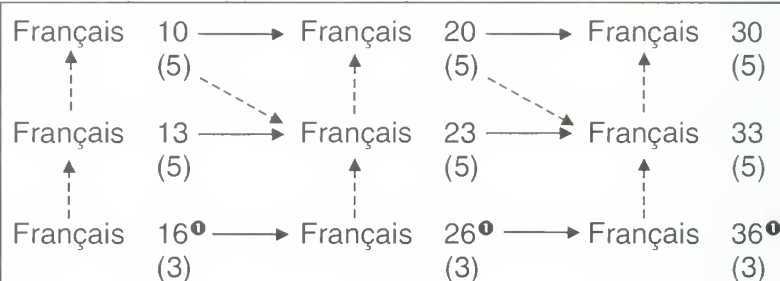
- ♦ A one year extension may be granted by the Director, Curriculum Branch, Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 on an individual basis for special circumstances (e.g., distance learning students, home education, students repeating). School authorities must submit marks and credits prior to the withdrawal of course codes. Course codes will be withdrawn for English Language Arts 10 and English Language Arts 13 on August 31, 2003; for English Language Arts 20 and English Language Arts 23 on August 31, 2004; and for English Language Arts 30 and English Language Arts 33 on August 31, 2005.

Note: ELA 30-1 and ELA 30-2 or ELA 30 and ELA 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

French Language Arts Program



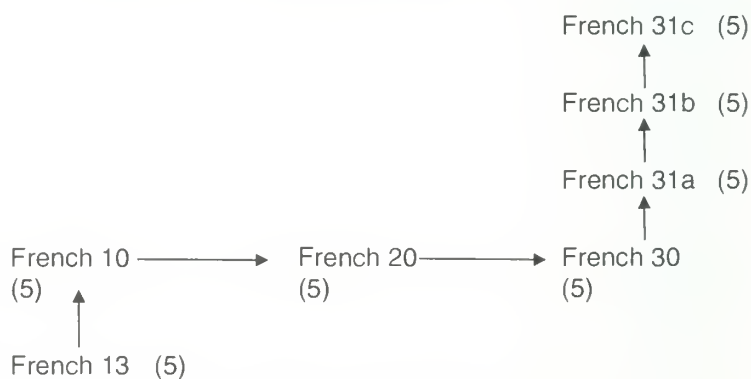
Français Program



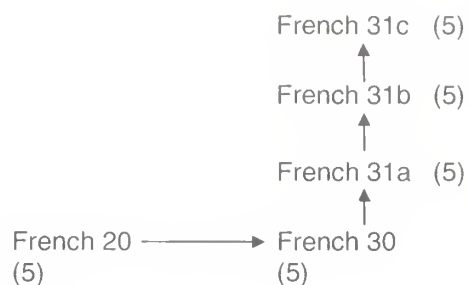
Optional implementation 2002–2003.

French as a Second Language Program

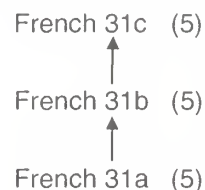
1. For Students Commencing French in Senior High School



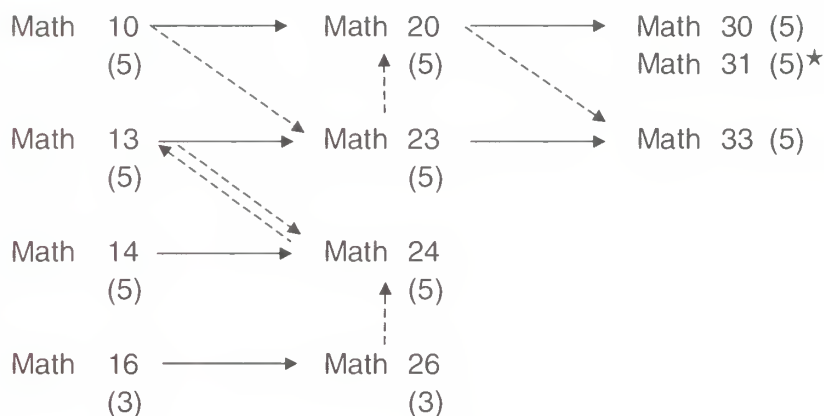
2. For Students Who Have Completed the Beginning Level Prior to Grade 10



3. For Students Who Have Completed the Beginning Level and the Intermediate Level Prior to Grade 10



Mathematics Program
For Students Who Entered Grade 10
Prior to September 1998

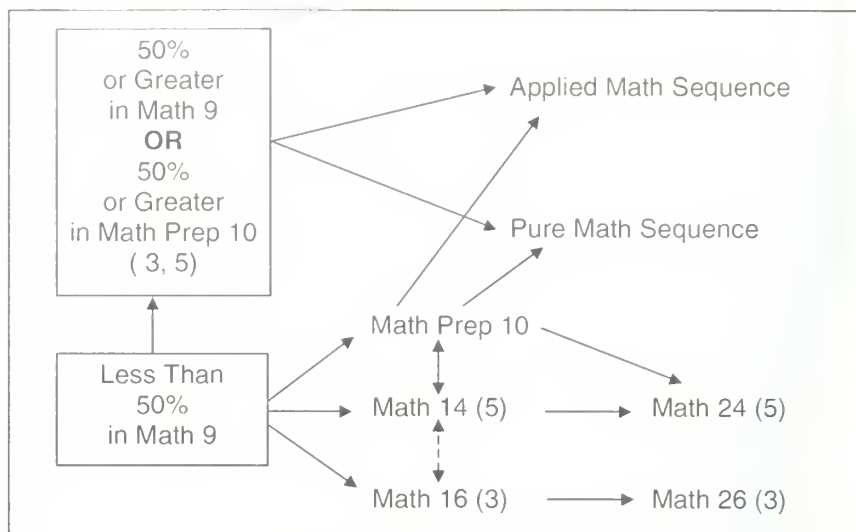


*Mathematics 30 is the corequisite for Mathematics 31.

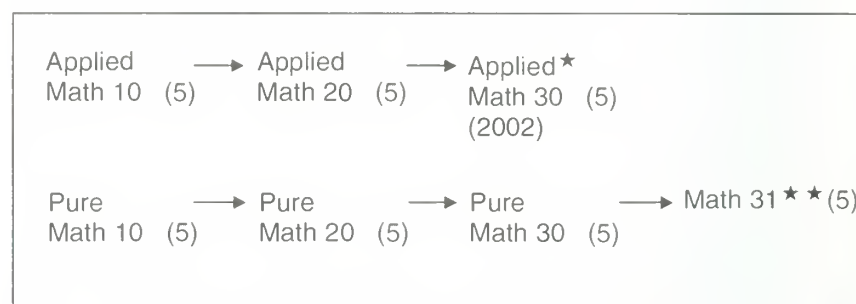
Note: Mathematics 30 and Mathematics 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

**For Students Who Entered
Grade 10
in September 1998
or Subsequent
School Years**

Possible Sequences



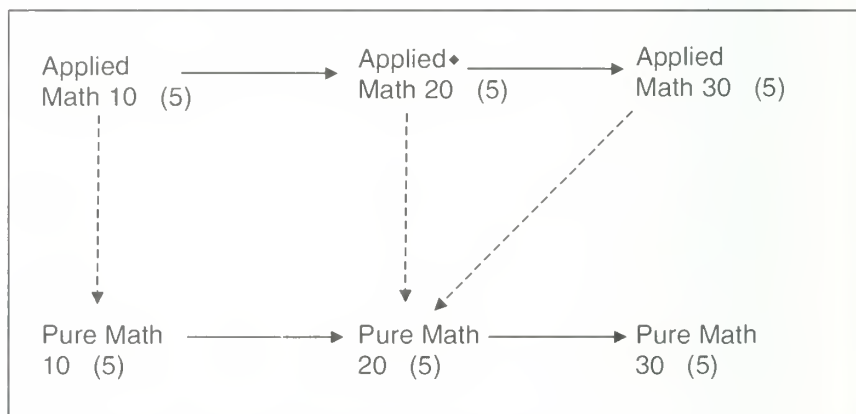
**Applied and
Pure Sequences**



- ★ These courses may be implemented on an optional basis up to two years prior to provincial implementation.
- ★★ Pure Mathematics 30 is a corequisite for Mathematics 31.

**Transferring from
Applied to Pure**

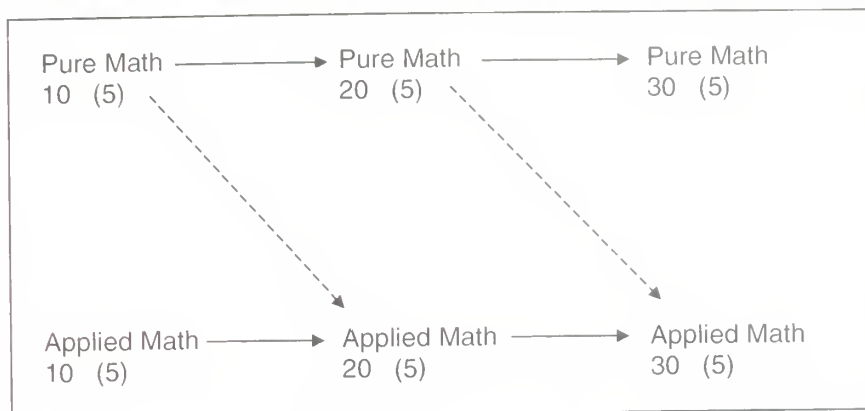
*[Always requires a minimum of
four courses to complete the
sequence to the 30-level.]*



- ◆ A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

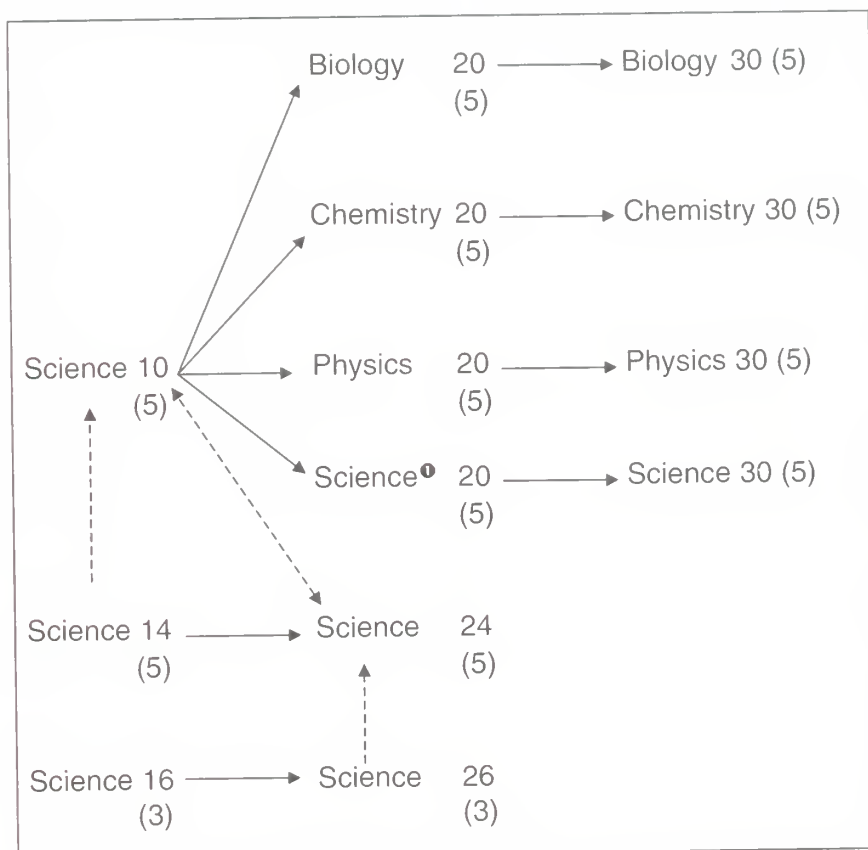
Transferring from Pure to Applied

[Always requires a minimum of
three courses to complete the
sequence to the 30-level.]



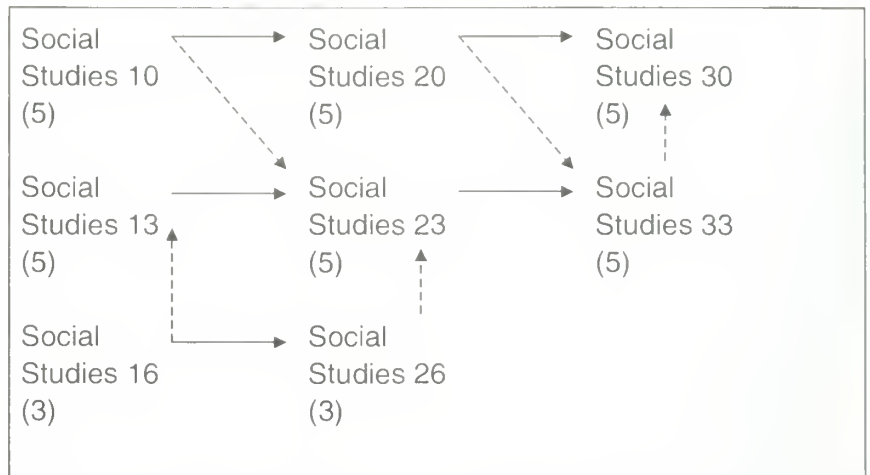
Science Program

Students who have passed
Biology 20, Chemistry 20,
Physics 20 or Science 20 (50%
or greater) may enroll in
Science 30.



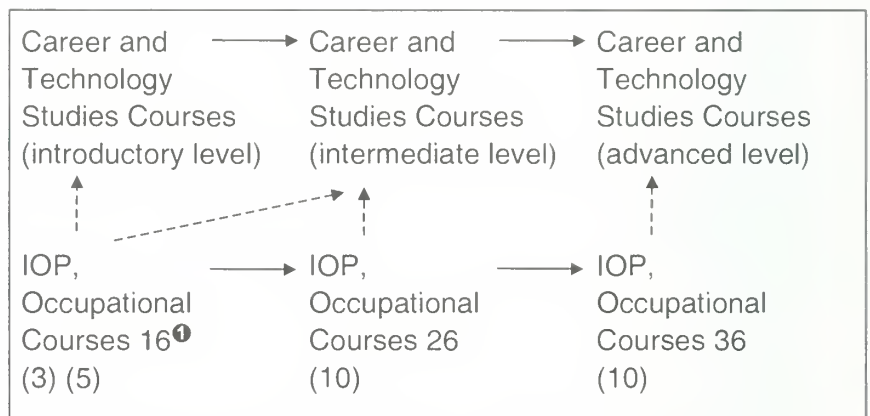
① Students may move from Science 24 to 20-level courses serving the students' best interests.

Social Studies Program



Note: Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

IOP, Occupational Courses to Career and Technology Studies Courses



① Transfer from a 16-level occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.

Administrators are referred to the Senior High School Graduation Requirements section for more information regarding student transfer to the Alberta High School Diploma route.

Blended Program

A blended program is an education program that consists of two distinct parts:

- Part 1—an in-school program where a teacher, employed by the school board or accredited private school, is responsible for the direct delivery and evaluation of courses
- Part 2—a home education program that meets the requirements of Home Education Regulation 126/99.

For more information on the requirements for the home education portion of the program, see the Home Education section of this guide. School boards, or accredited private schools, are not required to offer blended programs; the offering of a blended program is optional.

A funded blended program is a blended program where the teacher employed by a school board, or an accredited private school, is responsible for the direct delivery and evaluation of courses amounting to:

- at least 50% of the student's program in grades 1 to 9
- at least 20% of the student's program in grades 10 to 12.

Charter Schools

A charter school is a public school that provides innovative or enhanced means of delivering education to improve student learning; that is, improved acquisition, in some measurable way, of skills, attitudes and knowledge. The proposed method of educational delivery that improves student learning must be supported by research. **A charter school must have characteristics that set it apart from other public schools in the same area.** A charter school is designed to meet the needs of a specific group of students through a specific program or approach. Charters are granted by the Minister and are term specific.

A group interested in a charter school must first approach their local school board to determine if the group and the board can work to establish the innovative approach as an alternative program.

For more information regarding charter schools, contact the Special Programs Branch of Alberta Learning (see Addresses section at the back of this Guide). The charter schools regulation, policy and handbook are presently under review.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to ensure that students and others are not ridiculed, embarrassed, or intimidated for positions that they hold on controversial issues.

Information regarding controversial issues:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- appropriately reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally in the course of instruction, should be used by the teacher to promote critical inquiry rather than advocacy, and to teach students how to think rather than what to think.

The school plays a supportive role to parents in the areas of values and moral development, and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

A mechanism for ongoing communication between school boards and regional health authorities should be established. School jurisdictions, with the assistance of local public health personnel, should develop policies consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases. Such policies should be reviewed regularly by school boards and local health authorities, and regular communication should be maintained on all health matters.

For the complete text, see Appendix 3. Additional information on HIV/AIDS, or other health-related matters, is available from local health authorities located throughout the province.

Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of a certificated teacher employed by a school board or accredited private school. **Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction for Alberta courses and programs of study.**

School authorities providing instruction through online delivery should develop policies and/or procedures on a variety of issues prior to program implementation. Specifically, school authorities should consider:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels
- timeframes for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside Alberta
- program decisions; e.g., self-paced or teacher controlled
- how to deliver all outcomes of Alberta programs of study
- provision for writing achievement tests and diploma examinations
- program and teacher evaluation
- how to provide alternative forms of program delivery for nonresident students who are experiencing difficulty in the online environment.

Students are to be identified in the Student Information System (SIS), using the grants program code for online programs.

Outreach Program

The Outreach Program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs.

Outreach programs generally serve students of senior high school age. However, elementary and junior high school students experiencing difficulties with effective learning in regular programs, may also be served. For complete funding information, see the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the Outreach Program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The Outreach Program must provide students with educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, time management and study skills.

School jurisdictions choosing to run their Outreach Program as a school will be required to meet the legislative and policy requirements associated with operating a school; e.g., designating a school principal, establishing a school council, preparing annually a school three-year education plan and a school annual results report, following the school closure regulation and other regulations.

A school board intending to offer an Outreach Program must complete and submit to the Director, Special Programs Branch, a Request for Approval: Outreach Program Funding form by May 31 for the subsequent school year. Once granted, program funding approval is ongoing.

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such library programs improve student opportunities for achieving a basic education.

Student learning experiences should integrate information retrieval and research skills. These skills are learned best within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher-librarians should be provided.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. Library resources are designed to help students expand their ability to find, generate, evaluate and apply information. Developing these information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, see *Focus on Learning: An Integrated Program Model for Alberta School Libraries*, 1985, and *Focus on Research: A Guide to Developing Students' Research Skills*, 1990.

Special Education

Students with mild, moderate and severe special needs, and those who are gifted and talented, require specialized learning opportunities to achieve their full potential. The school board program delivery requirements and expectations that support Alberta Learning's objective of providing consistent direction, while supporting flexibility and discretion at the school authority level, can be found in the *Guide to Education for Students with Special Needs*.

Alberta Learning supports the education of students with special needs. Section 45 of the *School Act* requires that school boards provide each resident student with an education program. Section 47 states that students with special needs are entitled to have access to special education programs consistent with their needs. School boards are responsible for assessing student needs and identifying appropriate programs. Parents should be involved in decisions relating to the educational programs for their children.

A special education program:

- is based on an individualized program plan (IPP); all students with special needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning needs.

Students with special needs taking curriculum courses for credit are expected to meet those course requirements.

For more information regarding special education programs and resources, contact the Special Programs Branch.

Program Information

The series *Programming for Students with Special Needs* series includes practical suggestions about instructional strategies, classroom management, preparing individualized program plans, understanding the nature of special needs, and the availability of special education resources.

Titles in the series are:

- *Teaching for Student Differences* (Book 1)
- *Essential and Supportive Skills for Students with Developmental Disabilities* (Book 2)
- *Individualized Program Plans (IPPs)* (Book 3)
- *Teaching Students Who Are Deaf or Hard of Hearing* (Book 4)
- *Teaching Students with Visual Impairments* (Book 5)
- *Teaching Students with Learning Disabilities* (Book 6)
- *Teaching Students Who Are Gifted and Talented* (Book 7)
- *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Book 8)

Use of Human Tissue and Fluid in Educational Programs

Alberta Learning firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools. Information regarding this topic is provided in *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988.

Student Assessment

ECS to Grade 9

Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning; instruction, program improvement and public accountability. It includes a variety of assessments for different purposes.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons.

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students, parents and others.
- The information is used in making decisions regarding student placement.
- The information is required for evaluation of program effectiveness and for revision of programs to improve student learning.

Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for matching learning activities to learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the assessment process should have the following characteristics.

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied, and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- The measures should be appropriate to student development and cultural background.
- It should be constructive. It should focus on what students can do clearly identifying both strengths and areas of difficulty. It encourages improvement in areas of difficulty, linking new learning to what a student already knows and can do.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

Diagnostic Approaches to Instruction

The terms diagnostic instruction and diagnostic teaching cycle are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

To assist teachers in applying diagnostic techniques, Alberta Learning has developed the following service materials.

- *Diagnostic Reading Program* (Grade 1 to Grade 6, 1986)
Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.
- *Diagnostic Mathematics Program* (Grade 1 to Grade 6, 1990)
Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.
- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10, 1993)
Resource materials provide a strategy for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units are included for language arts (Grade 7), science (Grade 7 and Science 14) and social studies (Grade 7, Grade 8 and Grade 9).

Assessment as the Basis for Communicating Individual Student Achievement^①

When students are placed in age appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the instructional group) and the grade level of the various subject areas at which their child is actually working; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the instructional group the child is in rather than to the actual grade level at which the child is working. The provision for Assessment as the Basis for Communicating Individual Student Achievement is intended to reduce this type of confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress.

Teachers shall ensure that information is effectively communicated to parents about:

- what their child knows and can do in the courses being studied
- how well their child is doing in those courses
- the grade level(s) the child has achieved in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies.

The provision does not restrict the communicating of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy.

Teachers should communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to implement this provision, in consultation with teachers, parents and school councils and in a manner consistent with any related school jurisdiction policies. The communication can take place in a wide variety of ways, including parent-teacher conferences, assessment portfolios, report cards or student work samples. An individual

^① This also applies to students in home education programs.

program plan (IPP) is a method often used by teachers when there is a gap between a student's level of achievement and that student's grade placement. Whatever methods are chosen for implementing this provision, often face-to-face methods are the most successful for achieving clear and open communication.

All of the assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Learning has developed classroom assessment materials, in English and in French, for teachers' discretionary use in language arts, mathematics, science and social studies in grades 1, 2, 4, 5, 7 and 8. There also are science materials for Grade 3. These materials were supplied to all schools. Additional materials are available for purchase from the Learning Resources Centre.

Provincial Achievement Testing Program

The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. They are based on what students are expected to know and be able to do as set out in the programs of study.

All students in the appropriate grades are expected to write the annually administered achievement tests. English language arts and mathematics are assessed at grades 3, 6 and 9. Science and social studies are assessed at grades 6 and 9. The tests reflect a common provincial standard for students in a grade; and:

- accommodations are available for students with special needs for writing achievement tests
- there are French versions of the achievement tests in mathematics (grades 3, 6 and 9), science (grades 6 and 9), and social studies (grades 6 and 9). As well, there are French language arts tests for Grade 6 and Grade 9 francophone and alternative French language (includes French immersion) students
- every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students

-
- results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students writing the test who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial standards. Group results for fewer than six students are reported to the jurisdiction and the school but are not reported publicly. Alberta Learning encourages comparisons of local results with provincial standards, not comparisons of individual scores with provincial averages or with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools early in the school year. The schedules are provided for three years at a time. Information about student achievement is provided to jurisdictions and schools, parents, and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. The document *Guidelines for Interpreting the Results of Achievement Tests* is provided along with the results.

For more information on provincial achievement testing, see the following documents sent to schools or provided electronically each year:

- *General Information Bulletin, Achievement Testing Program*
- Information bulletins about the tests in Grade 3, Grade 6 and Grade 9 are available on the Alberta Learning web site
- *Parent Guide to Provincial Achievement Testing* for Grade 3, Grade 6 and Grade 9.

Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile is provided to the school for the student's educational record. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.

Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–1995 and subsequent school years are eligible to receive the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement upon completion of graduation requirements.

The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. However, possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The Alberta High School Diploma graduation requirements follow in this section.

The Certificate of Achievement requirements, outlining the specific eligible courses and required credits, follow in this section.

The High School Equivalency Diploma requirements can be found in the Mature Students section.

Alberta High School Diploma Graduation Requirements

Students receive the Alberta High School Diploma upon completion of the following graduation requirements.

To attain an Alberta High School Diploma, a student must:

- earn a minimum of 100 credits
- complete and meet the standards of the following courses:
 - English Language Arts 30 or 33 or Français 30 or 33^①
 - Social Studies 30 or 33
 - Applied Mathematics 20 or Pure Mathematics 20 or Mathematics 23 or 24^②
 - Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20^③

Note 1: The diploma examination mark for English Language Arts 30 or 33 or Français 30 and Social Studies 30 or 33, when averaged with the school-awarded mark, must result in a final mark of 50% or greater.

Note 2: For those taking Mathematics 30, Mathematics 33, Pure Mathematics 30 and 30-level science courses, the diploma examination mark, when averaged with the school-awarded mark, must result in a final mark of 50% or greater. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.

- complete and meet the standards of the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
 - 10 credits, in any combination, from:^④
 - career and technology studies (CTS)
 - OR
 - fine arts
 - OR
 - second languages^{①⑤}
 - OR
 - Physical Education 20 and/or Physical Education 30^④
 - OR
 - locally developed/acquired and locally authorized courses in CTS, fine arts or second languages

This 10-credit requirement may also be met by:

- one 36-level course from any IOP occupational cluster
- OR
- one 35-level locally developed IOP course
- OR
- two 35-level courses from any trade in the Registered Apprenticeship Program
- earn 10 credits in any 30-level course^⑥ including:
 - locally developed/acquired and locally authorized courses
 - 3000 series, advanced level, in career and technology studies courses
 - 35-level work experience^⑦
 - one 36-level IOP occupational course
 - one 35-level locally developed IOP course
 - two 35-level courses from any trade in the Registered Apprenticeship Program
 - two 30-level courses from any Green Certificate Specialization

English Language Arts 30 or 33^{①⑧} and Social Studies 30 or 33 are excluded from this requirement.

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- ① Students in francophone programs must present Français 30 or 33 to meet their language arts diploma requirement. However, they must also present English Language Arts 30 or 33 to fulfill, in part, the 10-credit diploma requirement from any combination of courses in the areas of second languages, career and technology studies (CTS), fine arts, Physical Education 20 and/or 30, or locally developed/acquired and locally authorized courses.
- ② For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement. *For students who enter Grade 10 September 1998, or later, the mathematics requirement is Applied Mathematics 20, or Pure Mathematics 20, Mathematics 23 or Mathematics 24.*
- ③ The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with any 10-credit combination of science courses that includes Science 10; e.g., Science 10 and Science 14.
- ④ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ⑤ Students may earn any number of credits in each second language, but only 25 credits in each second language studied may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ⑥ IOP students who wish to transfer to an Alberta High School Diploma route at any time must meet the requirements outlined in the box on the previous page. One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) or 10 credits from any Green Certificate Specialization or two 35-level RAP courses is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.
- ⑦ Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ⑧ Francophone students may use English Language Arts 30 or 33 to meet, in part, this 10-credit requirement.

Certificate of Achievement

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits ^①
English Language Arts ^②	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3) ^③ OR Eng Lang Arts 16(3) 26(3) 23(5) or 20-2(5) OR Eng Lang Arts 16(3) 23(5) or 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 4, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3,4,5)
Career and Life Management	3	1	CALM 20 (3,4,5)
Core Courses	25/27 ^④		
Courses selected from the Occupational Clusters ^{⑤⑥}	40	2	Occupational Courses 16 level – recommended minimum of 10 credits
• Agribusiness		2	26 level – recommended minimum of 20 credits
• Business and Office Operations			
• Construction and Fabrication		1	36 level – required minimum of 10 credits
• Creative Arts			
• Natural Resources			
• Personal and Public Services			
• Tourism and Hospitality			
• Transportation			
65/67 Specified Credits ^④		13/15 Unspecified Credits ^④	

① Credits are indicated in parentheses.

② To be considered for a Certificate of Achievement, a student must complete successfully the English requirements.

③ Français 16(3), 26(3), 36(3) will be available for optional implementation September 2002. Additional information regarding Certificate of Achievement for Francophone students will be sent to Francophone Regional Authorities.

④ Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.

⑤ One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirements.

⑥ Students may meet the 40-credit occupational course requirement by completing:

- IOP occupational courses from among the clusters listed on the previous page, AND/OR
- 40 credits in CTS courses including 10 credits in advanced-level courses, AND/OR
- 40 credits in RAP including two 35-level RAP courses, AND/OR
- 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
- any 40-credit combination of IOP occupational courses, advanced-level CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses, or 36-level occupational courses, or ten advanced-level CTS courses.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school is to report these marks to the Learning Information Exchange Services.

Schools whose students take courses for senior high school credits while in junior high school, including CTS 1-credit courses and heritage language credit courses, will not receive credit enrollment unit funding for those courses completed. For more information, see the *Funding Manual for School Authorities: A Manual for School Jurisdictions, Private Schools and Private ECS Operators*.

French as a Second Language

Junior high schools may offer the Beginning level program for 5 senior high school credits and a final mark in French 10. Students who take the Beginning level program for senior high school credits should receive at least 250 hours of FSL instruction at the Beginning level over the three years of junior high school. The final assessment in FSL at the junior high school level is to cover the outcomes of the French 10 program of studies in all knowledge, skills and attitudes.

Junior high schools may offer the Intermediate level program for 5 senior high school credits and a final mark in French 20. Students who take the Intermediate level program for senior high school credits should receive at least 250 hours of FSL instruction at the Beginning level over the three years of junior high school. The final assessment at the junior high school level is to cover the outcomes of the French 20 program of studies in all knowledge, skills and attitudes.

The decision to offer French 10 and/or French 20 at the junior high school level should be based on the availability of certificated teachers with at least Advanced level proficiency in French, and established joint planning and articulation with a senior high school.

Exceptions

French 13 (French as a Second Language) is excluded under the Senior High School Courses and Credits for Junior High School Students provision.

Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best interests of the student. The assessment establishes the specific requirements needed to obtain a high school diploma, as outlined in the Senior High School Graduation Requirements section.

Schools must not use locally developed courses for evaluating students unless the courses are authorized by their boards.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

A transfer guide designed to assist in the placement of students has been authored by the Council of Ministers of Education, Canada (CMEC). This transfer guide can be viewed under Secondary Education in Canada from the CMEC home page at <www.cmec.ca> under Elementary–Secondary Programs and Student Mobility. For further information, contact the Curriculum Branch (see Addresses section at the back of this Guide).

A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Contact the Professional Development and Certification Branch for information on publication names and addresses. Their evaluation staff can assist those principals who, following a review of the reference materials, require consultation.

An Alberta High School Diploma is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

Electronic submission of high school evaluation is encouraged. A copy of the completed High School Evaluation Report form shall be forwarded to the Learning Information Exchange Services. Evaluation forms can be obtained from the Alberta Learning Extranet web site under Tools and Software.

In the case of a dispute over the number of high school credits to be awarded, which cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases Committee. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Learning in these instances.

Students who use Français 30 or Français 33 to meet the language arts requirements for an Alberta High School Diploma must also present English Language Arts 30 or English Language Arts 33. See under Alberta High School Diploma Graduation Requirements in the Senior High School Graduation Requirements section. However, a high school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 or 33 be accepted in lieu of English Language Arts 30 or 33 for Alberta High School Diploma purposes.

The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, Learner Assessment Branch, Alberta Learning.

Visiting or Exchange Students

Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the Learning Information Exchange Services.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Learning and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30 and English Language Arts 33 diploma examinations must be written in English and the Français 30 diploma examination must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Applied Mathematics 30, Pure Mathematics 30, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30 must be written in either English or French.

For information regarding fees, see under Eligibility to Write in the Student Assessment in Senior High School Subjects section.

Student Assessment in Senior High School Subjects

Introduction

The Student Evaluation Regulation AR169/98 governing the evaluation of students has been developed under section 39(3)(c) of the *School Act*. This regulation may be found in Section 5 of the *Policy, Regulations and Forms Manual*.

The provincial Student Evaluation Policy 2.1.2 states that **each school authority shall develop and implement a student evaluation policy.**

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Learning has developed classroom assessment materials, for teachers' discretionary use. These materials are available for purchase from the Learning Resources Centre.

Reporting Student Achievement in Senior High School Subjects

Alberta Learning maintains an individual student record for every Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as pass or fail.

Alberta Learning records a course as completed, if a mark of 0% to 100% is awarded and reported. Career and technology studies courses may be reported as "Incomplete," without a mark, if a student achieves a mark of less than 50%. Achievement in all completed senior high school credit courses is to be reported to the Learning Information Exchange Services.

All school-awarded marks, 0% to 100%, shall be reported for all courses, including diploma examination courses, to the Learning Information Exchange Services, Alberta Learning.

Marks shall be reported by electronic transfer or by using the High School Course Reporting Form, the High School Evaluation Report form, the Non-diploma Examination Courses Form or the Diploma Examination School Marks Checklist form.

Schools or school boards wishing to adopt electronic reporting should contact the Learning Information Exchange Services.

Only one mark per course in any reporting period will be accepted and added to a student's record, consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the timelines established for marks reporting.

Once reported to Alberta Learning, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, an adjustment may be submitted electronically or by using the High School Course Reporting Form.

School-awarded marks in diploma examination courses shall be reported to the Learning Information Exchange Services, as directed.^❶

School-awarded marks in all nondiploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the Learning Information Exchange Services. Schools will receive additional instructions, as required, throughout the year.

❶ Dates are specified in the Schedules, Dates and Writing Centres section of the General Information Bulletin: Diploma Examinations Program.

Reporting CTS Courses

Schools are to report all passing marks in CTS courses to the Learning Information Exchange Services. CTS courses in which the student has not met all the outcomes, or withdrew, are to be reported to the Learning Information Exchange Services as Incomplete or Withdrawn. The Learning Information Exchange Services will advise the School Finance Branch for funding purposes. These courses will not appear on student transcripts. Challenged CTS courses and those CTS courses given credit through evaluation by the senior high school principal, but taken in junior high school, also are to be reported to the Learning Information Exchange Services through the same process.

Grade 12 Validation Statement

Alberta Learning makes every attempt to confirm the accuracy of each student's high school record by issuing to each Grade 12 student a Student Record Validation Statement. This validation statement is produced from the Alberta Learning student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. See the Schedule of Activities documentation available from the Learning Information Exchange Services.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from Career and Life Management 20 and Physical Education 10. These students are still required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal, on the High School Course Reporting Form, or electronically, to the Learning Information Exchange Services, by April 30 prior to the student's anticipated graduation date.

Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the *Program of Studies: Senior High Schools*. Students are required to write diploma examinations in the following courses:

Applied Mathematics 30	Mathematics 33
Biology 30	Physics 30
Chemistry 30	Pure Mathematics 30
English Language Arts 30	Science 30
English Language Arts 33	Social Studies 30
Français 30	Social Studies 33

The final mark for diploma examination courses is determined by averaging the diploma examination mark with the school-awarded mark. To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All diploma examinations are available in the French language, except for English Language Arts 30, English Language Arts 33, and Science 30. Students may elect to write either the French or English language version of the respective examination.

For more information on diploma examinations, see the following documents sent to all senior high schools each year and/or are placed on the Alberta Learning web site:

- *General Information Bulletin: Diploma Examinations Program*
- *Information for Students*—a newsprint flyer
- Subject information bulletins for each course in which a diploma examination, as listed above, is administered.

January and June Diploma Examinations

Examinations are written at all senior high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the Learning Information Exchange Services by their high school principal.

Students not currently enrolled in a diploma examination course, but wishing to write, must register with Alberta Learning. This can be achieved by completing a diploma examination registration form, available through senior high school principals, the Learner Assessment Branch, Learning Information Exchange Services or the Alberta Learning web site. The registration form is to be forwarded to Alberta Learning by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.

Special writing centres outside Alberta may be authorized for the January and June examination sessions upon application to and approval by the Special Cases Committee.

August Diploma Examinations

August diploma examinations are written only at a selected number of centres and summer schools throughout the province.

For the August administration, students not registered through a summer school, register at the time of writing their examinations.

Special writing centres outside Alberta are not authorized for the August diploma examination session.

November and April Diploma Examinations

All students wishing to write November and April diploma examinations must be preregistered with Alberta Learning by the due dates as published in the *General Information Bulletin: Diploma Examinations Program*.

All students currently enrolled in November and April diploma examination courses are to be registered for the examinations with the Learning Information Exchange Services by their senior high school principals.

Students not currently enrolled in a November or April diploma examination course, but wishing to write, must register with Alberta Learning. This can be achieved by completing a diploma examination registration form and forwarding it to Alberta Learning by the due date as published in the *General Information Bulletin: Diploma Examinations Program*.

These diploma examinations are written only in designated writing centres throughout the province. Special writing centres outside of Alberta are not authorized for the November and April diploma examinations.

Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current *General Information Bulletin: Diploma Examinations Program*, available in all senior high schools or from the Alberta Learning Web site.

Eligibility to Write

- Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration.
- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been awarded credit previously for the course may register to write the diploma examination.
- Mature students, as defined in the Mature Students section of this guide, may register to write the diploma examination, without taking regular instruction.
- Foreign students (visiting students not funded by Alberta Learning) who are coded 416 and are writing a diploma examination will be required to pay a fee.

Rewrite Fees

- A student who intends to rewrite a diploma examination is required to submit a registration form and pay a rewrite fee for each examination, directly to Alberta Learning. This applies whether or not students are retaking the course through day classes, evening classes, summer school or distance learning.
- Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debts. Students are required to clear any outstanding debt before their current examination marks appear on their high school records.
- A student is charged a rewrite fee for a diploma examination, if the student has written an examination in this course within the current or previous two years.

Accommodations for Students with Special Diploma Examination Writing Needs

Students with special diploma examination writing needs may require accommodations in order to write a diploma examination and may request approval for:

- an examination to be provided in Braille, large print, audiotape or CD format
- variation in writing time and place or mode of response
- other adjustments.

Administrators are directed to the policy Accommodations for Students with Special Diploma Examination Writing Needs, contained in the *General Information Bulletin: Diploma Examinations Program*. **The school principal shall make application, together with the required documentation, to the Special Cases Committee, Learner Assessment Branch, Alberta Learning according to the dates specified in the *General Information Bulletin*.**

Accommodations are applied for and granted for a specific examination administration. A renewed application for any accommodation must be made, in writing, for any subsequent administration. Documentation is required only for the initial application.

Exemption from Writing Diploma Examinations

Under certain circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the Special Cases Committee. See the Special Cases Committee section for more information.

Diploma Examination Results Statement

Following each diploma examination period each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark, and the final mark for each course.

Note: Students who have unpaid examination rewrite fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark, for official transcript purposes only, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

Reporting to the Public

Schools, school boards, charter school boards and private schools are expected to report annually to the public. They are expected to report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released annually by the minister in the fall. Prior to this release, an annual summary report containing combined results for all diploma examination administrations is provided to schools. Summary results for the school year are provided on Alberta Learning's web site. For further information, schools can also refer to Policy 2.1.3, Use and Reporting of Results on Provincial Assessments, and the *Guide for School Board Planning and Reporting*.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Changes to nondiploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted to the Learning Information Exchange Services before the official release dates of Results Statements. These dates are published in the annual *General Information Bulletin: Diploma Examinations Program*.

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to the Learning Information Exchange Services for approval.

Diploma Examination Marks

A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to the Learner Assessment Branch, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Learning. This fee is refunded, if the examination mark is raised by 5% or more.
- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

High School Diplomas, Certificates of Achievement and Transcripts

Learning Information Exchange Services issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A Statement of Courses and Marks, containing the entire senior high school record, accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Learning student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Language Versions

Diplomas, transcripts and statements of courses and marks are issued in the English language. Principals of schools with alternative French language programs (includes French immersion) are expected to advise their students that they can request that their transcripts and/or Alberta High School Diplomas be in French. Principals should submit a letter to Learning Information Exchange Services naming those students wanting French diplomas and transcripts. For students registered in a francophone school, diplomas and transcripts will be issued in French.

All students receive a Statement of Courses and Marks in English only.

Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. See the Mature Students section for more information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed, prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school operated by a public or separate school board, or to an accredited private Alberta high school from a registered Alberta private school, or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the appropriate school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are awarded, the principal is expected to enter, either electronically or in the course mark column on the High School Evaluation Report form, a "P" for pass, not a grade or percentage score.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits, by Alberta Learning, on the recommendation of the principal, subject to the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets minimum times specified by Alberta Learning
- the content of each subject follows that outlined in the *Program of Studies: Senior High Schools* and/or course(s) approved by the Minister and/or by the school authority
- the senior high school is operated in accordance with the *Guide to Education: ECS to Grade 12*
- student evaluation is carried out in accordance with school authority policy and is consistent with provincial policy
- school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with school authority policy. School-awarded marks are subsequently submitted to Alberta Learning for recording, at a time and in a manner determined by the Minister.

Rules Governing Awarding of Credits

- To earn the credits attached to all senior high school courses, a student shall achieve at least 50% (“C” standing) in each course.
 - Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student’s record and will appear on the transcript.
-

Number of Senior High School Credits in French and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French, for senior high school diploma purposes. However, for purposes other than the senior high school diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under Transfer Points (Recommended) in the Courses and Programs section.

Students may transfer from a lower level sequence to a higher level sequence. For example, in senior high school social studies, students may transfer from the 13, 23, 33 sequence to the 10, 20, 30 sequence. Refer to transfer sequence charts on pages 67–72 for specific course sequences.

Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10 to Social Studies 23. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10 and then transfer to Social Studies 23 will not receive credits for Social Studies 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10, then successfully complete Social Studies 33 should receive waived credits for Social Studies 23 and earned credits for Social Studies 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, jurisdictions and schools should have procedures in place to govern the assignment of school-awarded marks for students who transfer their diploma course level registration.

Students taking course instruction in 30-level or 33-level diploma examination courses should be registered for their diploma examinations by the dates specified by Alberta Learning. Changes in diploma examination registration from the 30-level to the 33-level or from the 33-level to the 30-level after these registration dates should occur only if there is sufficient time for school staff to assess the student's achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student, and where applicable parents or guardians, is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses should have their final, school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process for the evaluation of a student's achievement in this situation would be very similar to that used to evaluate a student's achievement through the Course Challenge provision outlined in this section.

Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 1.

Course Challenge

Course challenge is a provision that allows senior high school students to challenge the outcomes of a course, including 1-credit career and technology studies courses, through a formal assessment process.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Students challenging a course will be given a final course mark, except in diploma examination courses, and, if successful, credits in that course.

This provision applies to the nondiploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies.

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills and attitudes prescribed by the program of studies for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.

For additional information regarding procedures, see Course Challenge in Appendix 3.

junior high school principal to place a Grade 10 student into a higher level 1-credit course that requires a prerequisite. In this case, the senior high school principal would place the student in the higher level 1-credit course, in effect waiving the lower level 1-credit course. Upon successful completion of the higher level course, the student would then receive credit for the waived course and a mark and credit for the 1-credit course completed. This is the only way in which a CTS prerequisite may be waived.

Retroactive Credits

This section applies to all students except mature students. See the criteria for mature students in the Mature Students section.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. **Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.**

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS^①

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
<u>English Language Arts</u> English Language Arts 10 English Language Arts 20 English Language Arts 13 English Language Arts 10-1 English Language Arts 20-1 English Language Arts 10-2	English Language Arts 23 English Language Arts 33 English Language Arts 26 English Language Arts 20-2 English Language Arts 30-2 English Language Arts 26	English Language Arts 13 English Language Arts 23 English Language Arts 16 English Language Arts 10-2 English Language Arts 20-2 English Language Arts 16
<u>Français</u> Français 10 Français 20	Français 23 Français 33	Français 13 Français 23
<u>French</u> French Language Arts 10 French 31a	French 31a French 30	French 30, 20, 10 French 20, 10
<u>Mathematics</u> Applied Mathematics 10 Applied Mathematics 20 ^② Pure Mathematics 10 Pure Mathematics 10 Pure Mathematics 20 Pure Mathematics 20 ^② Mathematics 14 Mathematics Preparation 10	Mathematics 24 Mathematics 33 Applied Mathematics 20 Mathematics 24 Applied Mathematics 30 Mathematics 33 Mathematics 26 Mathematics 24	Mathematics 14 Mathematics 23 ^③ Applied Mathematics 10 Mathematics 14 Applied Mathematics 20 Mathematics 23 ^③ Mathematics 16 Mathematics 14
The following applies to students who entered the mathematics program prior to the 1998–1999 school year.		
Mathematics 10 Mathematics 10 Mathematics 13 Mathematics 20 Mathematics 14	Mathematics 23 Mathematics 24 Mathematics 24 Mathematics 33 Mathematics 26	Mathematics 13 Mathematics 14 Mathematics 14 Mathematics 23 Mathematics 16
<u>Social Studies</u> Social Studies 10 Social Studies 20 Social Studies 13	Social Studies 23 Social Studies 33 Social Studies 26	Social Studies 13 Social Studies 23 Social Studies 16
<u>Science</u> Science 10 Science 14	Science 24 (5 credits) Science 26	Science 14 Science 16
<p>① The references to Semester/School Year “A” and Semester/School Year “B” are to emphasize that sequential registration and instruction are required.</p> <p>② This provision ends August 31, 2003.</p> <p>③ Mathematics 23 retroactive credits are awarded by Alberta Learning only. This course is not available for instruction.</p>		

Courses for which retroactive credits have been granted will be recorded as “P” for pass on the student’s record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Learning when all of the following criteria are met:

Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450^❶ or better in each test, and meets the eligibility requirements, will be granted a High School Equivalency Diploma.

For more information regarding Alternative 1, Alternative 2 and the GED program, contact the Provincial GED Administrator, Learner Assessment Branch.

❶ The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.

RESOURCES AND SERVICES:

Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Learning developed, and Alberta teacher published, are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of these resources does not require their use in program delivery.

Almost all basic and support student learning resources, and authorized teaching resources, are available for purchase from the Learning Resources Centre (formerly called Learning Resources Distributing Centre), a Branch of Alberta Learning.

Accessibility, availability and pricing information about all authorized learning resources is included in the *Learning Resources Centre Resources Catalogue* and through LRCs web site electronic inquiry/ordering system at <www.lrc.learning.gov.ab.ca>.

Learning Resources Credit Allocation

The Learning Resources Credit Allocation (LRCA) is applicable to all products purchased from the Learning Resources Centre. The credit allocation is available, up to a specified dollar limit, through the Learning Resources Centre for eligible or approved Alberta school authorities for the purchase of any learning resource carried by the LRC. Further information for the present allocation is provided in the *Learning Resources Centre Resources Catalogue*, at their web site, in the LRCs School Information Package, or by calling the LRC.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes for a course(s), substantial components of a course(s), or the most appropriate for meeting general outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Basic learning resources may include any resource format, such as print, computer software, audio, video or manipulatives.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes for a course or components of a course; or to assist in meeting the outcomes across two or more grades, subject areas or programs as outlined in provincial programs of study. Support learning resources may include any resource format, such as print, computer software, audio, video or manipulatives.

Learning Resources for the Visually Impaired [LRC's Materials Resource Centre (MRC)]

The Learning Resources for the Visually Impaired (through LRC's Materials Resource Centre) provides alternative formats for curriculum materials, such as braille, large print and audiotape, as well as equipment and kits for visually impaired students in Alberta.

For more information, contact the Learning Resources Centre.

**Locally
Developed/
Acquired
Student
Learning
Resources**

A school board may develop or acquire instructional materials for use in programs or in schools under section 60(2)(b) subject to the provisions of section 39 of the *School Act*.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

**Curriculum Support
Resources for Teachers**

The provision for curriculum support is a responsibility shared by school authorities and Alberta Learning. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include print and nonprint items and support activities include orientation sessions and/or workshops.

Most curriculum support materials are available for purchase from the Learning Resources Centre.

A number of teacher inservice programs are available on video from ACCESS: The Education Station.

Information about curriculum support materials and activities is available from the Learning and Teaching Resources Branch of Alberta Learning.

For all French language program curriculum support resources, please contact the French Language Services Branch.

**Authorized
Teaching
Resources**

Authorized teaching resources are those teaching resources produced externally to Alberta Learning and authorized by the minister; e.g., resources produced by publishers, reviewed by Alberta Learning, found to meet the review criteria, and to be the best available resources to support the implementation of courses/programs of study and the attainment of the goals of education. Teaching resources produced as documents by Alberta Learning, such as guides, diagnostic programs and monographs, are approved by definition.

In exceptional circumstances, a teaching resource may be given basic teaching status.

Learning Resources Centre Resources Catalogue

The *Learning Resources Centre Resources Catalogue* or new resource updates, and its Internet web site, with electronic inquiry/ordering capability, provide a comprehensive list of all student and teaching resources authorized by Alberta Learning for use in Alberta schools. The Learning Resources Centre carries almost all resources authorized by Alberta Learning and provides affordable access to resources in English, French, and other International and Aboriginal languages.

All resources available from the Learning Resources Centre are sold on a not-for-profit basis. In addition, LRC's ordering, pricing and business practices are available in its *Learning Resources Centre Resources Catalogue*, on the web site, or by calling LRC. As well, for each resource carried in stock, the LRC provides such product information as:

- grade and subject of intended use
- authorization status
- language of content
- title
- publisher
- edition
- author
- publication year
- ISBN
- LRC product order number
- LRC selling price.

As well as the English language instruction edition, the *Learning Resources Centre Resources Catalogue* is also available in a French language instruction edition, *Enseignement en français*.

The Learning Resources Centre carries the following categories of learning resources for school purchase:

- basic student learning resources, print and nonprint
- support student learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course materials
- English, French and other languages instructional materials
- Alberta Learning legal and information/service publications, such as programs of study, guides to education, and Western Canadian Protocol framework documents
- preadministered Grade 12 diploma examinations
- some standardized test materials
- additional learning resources that do not go through review or evaluation by Alberta Learning but may be listed by LRC for school purchase due to high demand and usage by schools.

Basic Learning Division

Introduction

The Basic Learning Division works with the province's school authorities and early childhood services operators to provide learning programs that affect birth through adolescence. This includes programs for preschool and school-age children. The work of the division focuses on providing courses and programs and setting standards for the province's school authorities. As well, the division provides services to support program implementation. Numerous specialized functions and projects related to special programming initiatives, such as Aboriginal education, coordination of the Alberta Children's Initiative, francophone education, and programs for those with special needs, contribute to laying the foundation for lifelong learning for all of Alberta's youth.

Provincial Standards and Processes Sector

The Provincial Standards and Processes Sector develops, communicates, assesses and supports the elements, expectations and programs related to Alberta's Kindergarten to Grade 12 education system.

Governance and Program Delivery Branch

The Governance and Program Delivery Branch works with clients, stakeholders and branches in Alberta Learning to ensure provincial policies and programs are aligned and support learners' access to education, as defined by the *School Act* and related legislation:

- standards and processes for reviews, inquiries and investigations
- school authority governance
- the *Guide to Education: ECS to Grade 12*, The School Act, policies and regulations
- Attendance Board, establishment of separate school districts
- disposition of property, board elections and private schools.

Curriculum Branch

The Curriculum Branch works with clients, stakeholders and branches in Alberta Learning to develop the learning outcomes for Kindergarten to Grade 12 learners that will prepare them for daily life, further studies and the workplace:

- provincial standards and processes related to the design and development of Kindergarten to Grade 12 curricula, with a specific focus on core and optional curricula
- preschool and adult programming
- curriculum development in career education, essential competencies, Integrated Occupational Program, Aboriginal languages and cultures, and international languages
- standards related to the format in which programs of study are prepared for use by school authority staff.

French Language Services Branch

The French Language Services Branch works with clients, stakeholders and branches in Alberta Learning in all matters related to French language education including Francophone education and alternative French language programs (French Immersion and French as a Second Language). Activities include:

- developing the learning outcomes for Kindergarten to Grade 12 learners
- selecting and developing print and digital instructional resources for learners and support materials for teachers that meet acceptable provincial standards and processes
- developing standards and processes in support of alternative ways of addressing the unique needs of individual learners
- developing standards and processes to ensure French language quality in Alberta Learning documents
- administering Federal/Provincial agreements in support of French language programs
- providing program implementation services to the five Francophone Regional Authorities in Alberta.

Learning and Teaching Resources Branch

The Learning and Teaching Resources Branch works with clients, stakeholders and branches in Alberta Learning in selecting or developing instructional resources for learners and support materials for teachers and in ensuring these resources meet acceptable provincial standards and processes:

- resource review process for English, French and Aboriginal programs
- Western Canadian Protocol Resource Review process for learning materials
- works collaboratively with education partners to develop quality support materials, including guides to implementation, teacher support manuals, and interactive web sites and implementation packages.

Professional Development and Certification Branch

The Professional Development and Certification Branch works with clients, stakeholders and branches in Alberta Learning in developing provincial standards and processes in matters related to professional staff who are key to the teaching process:

- teacher certification services and teacher registry maintenance
- due process for any Albertan to address concerns or make a complaint about a teacher's teaching or professional conduct (non-ATA members only) under the Practice Review of Teachers Regulation
- administrative services and support to the Council on Alberta Teaching Standards and the annual Excellence in Teaching Awards Program
- coordination of provincial professional development consortia and other initiatives.

Special Programs Branch

The Special Programs Branch works with clients, stakeholders and other branches in Alberta Learning in developing standards and processes in support of alternative ways of addressing the unique needs of individual learners:

- ECS to Grade 12 programs for learners with mild, moderate, severe or gifted needs and other learning programs, including English as a Second Language, Integrated Occupational Program, Early Literacy Initiative, guidance and counselling, transitions from school to work to post-secondary, safe and caring schools and student health
- responsiveness to student needs and parent interests through such programs as home education, charter schools, blended programs, virtual schools and outreach programs/schools.

Field Services Sector

The Field Services Sector provides “one-stop” provincial standards and program implementation services to meet the unique needs of school authorities, key education stakeholders, and the public within a particular area. The Field Services Sector also identifies emergent issues, provides clients with support in problem resolution, and facilitates two-way communication between school authorities and Alberta Learning. Service areas include five geographic regions, as well as French language and Aboriginal communities throughout the province.

Zone 1 to Zone 6 Services Branches

The Field Services Sector works with clients, stakeholders and branches within Alberta Learning to provide “one-stop” provincial standards and program implementation services to school authorities and the public in Alberta:

- consults with school authorities regarding the particular needs of clients and interests of stakeholders, and in collaboration with other branches, adapts service delivery of provincial governance, curriculum, learning and teaching resources, professional development, special programs, and learner assessment standards and processes accordingly
- identifies emergent issues, provides clients with support in problem resolution, and facilitates two-way communication between school authorities and Alberta Learning.

Aboriginal Services Branch

The Aboriginal Services Branch works with clients, stakeholders and branches within Alberta Learning to provide “one-stop” provincial standards and program implementation services to school authorities and other education partners on all matters related to Aboriginal education and culture:

- implements Native Education Policy, reviews Native Education Projects, and provides support to school authorities for improving the implementation of these projects
- consults with school and band authorities, Indian and Northern Affairs Canada, and other education partners regarding provincial governance, curriculum, learning and teaching resources, professional development, special programs and learner assessment, and adapts service delivery according to the needs and interests of First Nations, Metis, Inuit and other Aboriginal clients and stakeholders
- provides leadership for Aboriginal awareness and professional development sessions in partnership with other division branches and regional consortia.

Appendix 1

Provincially Authorized Senior High School Courses, Course Codes and Course Names

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol — used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Prerequisite courses for Career and Technology Studies (CTS) are identified in the program of studies for each CTS strand.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses and programs of study.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
English		
ELA1100 English Language Arts 10.....(5) ①	ELA2100 English Language Arts 20.....(5) ①	ELA3100 English Language Arts 30 .. (5) ①
ELA1115 English Language Arts 13.....(5) ①	ELA2115 English Language Arts 23.....(5) ①	ELA3115 English Language Arts 33 .. (5) ①
New English Language Arts②		
ELA1105 English Language Arts 10-1 ...(5)	ELA2105 English Language Arts 20-1 ... (5)	ELA3105 English Language Arts 30-1.....(5)
ELA1104 English Language Arts 10-2 ...(5)	ELA2104 English Language Arts 20-2 .. (5)	ELA3104 English Language Arts 30-2.....(5)
	ELA2141 Communications 21a (3)	③
	ELA2142 Communications 21b (3)	
	ELA2143 Literature 21a (3)	
	ELA2144 Literature 21b..... (3)	
ESL1120 English as a Second Language 10— Level 1.....no credits④		
ESL1121 English as a Second Language 10—Level 2(5)④		
ESL1122 English as a Second Language 10—Level 3(5)④		
ESL1123 English as a Second Language 10—Level 4(5)④		
ESL1125 English as a Second Language 10— Level 5.....no credits④		
ELA1145 Reading 10 (3) (4) (5)		
Français		
FRA1301 Français 10.....(5)	FRA2301 Français 20.....(5)	FRA3301 Français 30(5)
FRA1314 Français 13.....(5)	FRA2314 Français 23.....(5)	FRA3314 Français 33.....(5)

(continued)

- ① English Language Arts 10 and 13 end August 31, 2001.
English Language Arts 20 and 23 end August 31, 2002.
English Language Arts 30 and 33 end August 31, 2003.

- ② Provincial Implementation of English Language Arts 10-1 and 10-2 was in the 2001–2002 school year.
Provincial Implementation of English Language Arts 20-1 and 20-2 is in the 2002–2003 school year.
Provincial Implementation of English Language Arts 30-1 and 30-2 is in the 2003–2004 school year.

- ③ These courses may not be used as substitutes for English Language Arts 20 or 23.

- ④ Proficiency level determines entry point.

Grade 10	Grade 11	Grade 12
SECOND LANGUAGES		
FSL1305 French 13 ^①(5)		
FSL1309 French 10.....(5)	FSL2309 French 20.....(5)	FSL3309 French 30.....(5)
		FSL3306 French 31a.....(5)
		FSL3307 French 31b.....(5)
		FSL3308 French 31c.....(5)
GER1315 German 10.....(5)	GER2315 German 20.....(5)	GER3315 German 30.....(5)
		GER3317 German 31.....(5)
ITA1322 Italian 10.....(5)	ITA2322 Italian 20.....(5)	ITA3322 Italian 30.....(5)
LAT1325 Latin 10.....(5)	LAT2325 Latin 20.....(5)	LAT3325 Latin 30.....(5)
SPN1345 Spanish 10.....(5)	SPN2345 Spanish 20.....(5)	SPN3345 Spanish 30.....(5)
UKR1355 Ukrainian 10.....(5)	UKR2355 Ukrainian 20.....(5)	UKR3355 Ukrainian 30.....(5)
UKR1356 Ukrainian 10S ^②(5)	UKR2356 Ukrainian 20S ^②(5)	UKR3356 Ukrainian 30S ^②(5)
CLC1361 Cree Language and Culture 10.....(5)	CLC2361 Cree Language and Culture 20.....(5)	CLC3361 Cree Language and Culture 30.....(5)
BLC1369 Blackfoot Language and Culture 10.....(5)	BLC2369 Blackfoot Language and Culture 20.....(5)	BLC3369 Blackfoot Language and Culture 30.....(5)
JLC1381 Japanese Language and Culture 10.....(5)	JLC2381 Japanese Language and Culture 20.....(5)	JLC3381 Japanese Language and Culture 30.....(5)
Immersion Programs		
FLA1304 French Language Arts 10...(5)	FLA2304 French Language Arts 20...(5)	FLA3304 French Language Arts 30.....(5)
ULA1313 Ukrainian Language Arts 10(5)	ULA2313 Ukrainian Language Arts 20(5)	ULA3313 Ukrainian Language Arts 30..(5)
MATHEMATICS		
		MAT3211 Mathematics 31 ^③(5)
		MAT3216 Mathematics 33 ^④(5)
MAT1225 Mathematics 14.....(5)	MAT2225 Mathematics 24.....(5)	
NEW MATHEMATICS PROGRAM		
MAT1041 Mathematics Preparation 10 ^①(3)(5)		
MAT1038 Applied Mathematics 10.....(5)	MAT2038 Applied Mathematics 20.....(5)	MAT3038 Applied Mathematics 30.....(5)
MAT1037 Pure Mathematics 10.....(5)	MAT2037 Pure Mathematics 20.....(5)	MAT3037 Pure Mathematics 30.....(5)
Bridging Courses		
MAT1040 Applied Mathematics 10b...(3)		
	MAT2040 Applied Mathematics 20b....(5)	
MAT1039 Pure Mathematics 10b.....(3)		
	MAT2039 Pure Mathematics 20b.....(5)	
SCIENCE		
SCN1270 Science 10.....(5)	SCN2231 Biology 20.....(5)	SCN3230 Biology 30.....(5)
	SCN2242 Chemistry 20.....(5)	SCN3240 Chemistry 30.....(5)
	SCN2261 Physics 20.....(5)	SCN3260 Physics 30.....(5)
	SCN2270 Science 20.....(5)	SCN3270 Science 30.....(5)
SCN1285 Science 14.....(5)	SCN2285 Science 24.....(5)	
SOCIAL STUDIES		
SST1150 Social Studies 10 ^⑤(5)	SST2150 Social Studies 20.....(5)	SST3150 Social Studies 30.....(5)
SST1151 Social Studies 13 ^⑤(5)	SST2151 Social Studies 23.....(5)	SST3151 Social Studies 33.....(5)

(continued)

① The course challenge and waiver of prerequisite provisions do not apply.

② These course numberings refer to the six-year Ukrainian program approved in 1980.

③ Pure Mathematics 30 is the corequisite for Mathematics 31.

④ Beginning with the 2002–2003 school year, Mathematics 33 is only available by special permission from the Director, Curriculum Branch. Beginning with the 2003–2004 school year, Mathematics 33 is no longer available. The last diploma examination in Mathematics 33, in both English and French languages, will be administered in August 2003.

⑤ The waiver of prerequisite provision does not apply to Social Studies 10 and Social Studies 13.

Grade 10	Grade 11	Grade 12
PERSONAL DEVELOPMENT		
PED1415 Health and Personal Development 10 (2) (3) (4) (5)	PED2416 Career and Life Management 20.....(3) (4) (5)	
PED1435 Occupations 10..... (2) (3)	PED2445 Physical Education 20(3) (4) (5)	PED3445 Physical Education 30.....(3) (4) (5)
PED1445 Physical Education 10 ^❶ (3) (4) (5)		
FINE ARTS		
FNA1400 Art 10 (3) (4) (5)	FNA2400 Art 20(3) (4) (5)	FNA3400 Art 30 (5)
FNA1405 Art 11..... (3) (4) (5)	FNA2405 Art 21(3) (4) (5)	FNA3405 Art 31..... (5)
FNA1410 Drama 10 (3) (5)	FNA2410 Drama 20 (3) (5)	FNA3410 Drama 30 (5)
FNA1420 Choral Music 10 (3) (5)	FNA2420 Choral Music 20 (3) (5)	FNA3420 Choral Music 30 (5)
FNA1424 General Music 10 (3) (5)	FNA2424 General Music 20 (3) (5)	FNA3424 General Music 30..... (3) (5)
FNA1425 Instrumental Music 10 ... (3) (5)	FNA2425 Instrumental Music 20 (3) (5)	FNA3425 Instrumental Music 30..... (5)
SOCIAL SCIENCES		
	SSN2155 Political Thinking 20 (3)	
	SSN2156 Comparative Government 20 (3)	
	SSN2160 Religious Ethics 20 (3)	
	SSN2161 Religious Meanings 20 (3)	
	SSN2166 Local and Canadian Geography 20..... (3)	
	SSN2171 Personal Psychology 20 (3)	
	SSN2172 General Psychology 20 (3)	
	SSN2176 General Sociology 20 (3)	
	SSN2177 Sociological Institutions 20 (3)	
	SSN2181 Origins of Western Philosophy 20..... (3)	
	SSN2182 Contemporary Western Philosophy 20..... (3)	
	SSN2185 Western Canadian History 20 (3)	
	SSN2186 Canadian History 20 (3)	
	SSN2187 Economics for Consumers 20 (3)	
		SSN3156 International Politics 30 (3)
		SSN3161 World Religions 30 (3)
		SSN3166 World Geography 30..... (3)
		SSN3171 Experimental Psychology 30 (3)
		SSN3175 Cultural and Physical Anthropology 30..... (3)
		SSN3176 Applied Sociology 30 (3)
		SSN3182 Philosophies of Man 30 (3)
		SSN3183 Microeconomics 30..... (3)
		SSN3185 Western World History 30..... (3)
		SSN3194 Macroeconomics 30..... (3)

(continued)

❶ The waiver of prerequisite provision does not apply to Physical Education 10.

Grade 10	Grade 11	Grade 12
OTHER INSTRUCTION		
OTH1910 Career Internship 10..... (3) (4) (5)		
OTH1998 Work Experience 15 ^①	OTH2998 Work Experience 25 ^①	OTH3998 Work Experience 35 ^①
OTH1999 Special Projects 10 ^②	OTH2999 Special Projects 20 ^②	OTH3999 Special Projects 30 ^②

Green Certificate Courses^③

Green Certificate courses are not sequential. They may be taken in any order. Each Green Certificate course is coded as a 33-level course and all credits earned in Green Certificate courses count toward Grade 12 graduation requirements.

Cow-Calf Beef Production★

OTH9900 Cattle Care and Production 33..... (6)	OTH9901 Calving and Herd Health 33..... (5)	OTH9902 Beef Support Systems 33..... (5)
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Dairy Production

OTH9903 Animal Husbandry and Health 33..... (6)	OTH9904 Dairy Operations 33..... (5)	OTH9905 Dairy Equipment Operation and Service 33..... (5)
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Feedlot Beef Production

OTH9906 Handling Feedlot Cattle 33..... (6)	OTH9907 Feedlot Cattle Care and Feeding 33..... (5)	OTH9908 Feedlot Support Systems 33..... (5)
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Field Crop Production

OTH9909 Field Crop Care 33..... (6)	OTH9910 Land Preparation and Planting 33..... (5)	OTH9911 Harvesting Operations 33..... (5)
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Irrigated Field Crop Production

OTH9912 Irrigation Processes and Practices 33..... (6)	OTH9913 Field and Crop Preparation 33..... (5)	OTH9914 Field Crop and Forage Harvesting 33..... (5)
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Sheep Production

OTH9915 Sheep Production and Health 33..... (6)	OTH9916 Sheep Farm Operations and Equipment 33..... (5)	OTH9917 Sheep Handling and Facilities 33..... (5)
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Swine Production

OTH9918 Swine Behaviour and Production 33..... (6)	OTH9919 Swine Handling and Welfare 33..... (5)	OTH9920 Swine Health and Operations 33..... (5)
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(continued)

- ① Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The course challenge and waiver of prerequisite provisions do not apply to work experience courses.
- ② Each course, at each level, may be offered for 1, 2, 3, 4 or 5 credits. The course challenge and waiver of prerequisite provisions do not apply to special projects courses.
- ③ There is significant content overlap between Field Crop Production courses and Irrigated Field Crop Production courses. Students can, therefore, earn credits in either:
 - Land Preparation and Planting 33 **OR** Field and Crop Preparation 33
 - Harvesting Operations 33 **OR** Field Crop and Forage Harvesting 33.

Grade 10	Grade 11	Grade 12
INTEGRATED OCCUPATIONAL PROGRAM		
Academic Component		
IOP1119 English 16 (3)	IOP2119 English 26 (3)	IOP3119 English 36 (3)
IOP1159 Social Studies 16 (3)	IOP2159 Social Studies 26 (3)	IOP3331 Français 36 (3) ❶
IOP1226 Mathematics 16 (3)	IOP2226 Mathematics 26 (3)	
IOP1291 Science 16 (3)	IOP2291 Science 26 (3)	
IOP1331 Français 16 (3) ❶	IOP2331 Français 26 (3) ❶	
Occupational Component		
a) Agribusiness		
IOP1801 Agricultural Production 16 (3) (5)	IOP2801 Agricultural Production 26 (10)	IOP3801 Agricultural Production 36 (10)
IOP1802 Agricultural Mechanics 16 (3) (5)	IOP2802 Agricultural Mechanics 26 (10)	IOP3802 Agricultural Mechanics 36 (10)
IOP1915 Horticultural Services 16 (3) (5)	IOP2915 Horticultural Services 26 (10)	IOP3915 Horticultural Services 36 (10)
b) Business and Office Operations		
IOP1546 Business Services 16 (3) (5)	IOP2546 Business Services 26 (10)	IOP3546 Business Services 36 (10)
IOP1547 Office Services 16 (3) (5)	IOP2547 Office Services 26 (10)	IOP3547 Office Services 36 (10)
c) Construction and Fabrication		
IOP1847 Building Services 16 (3) (5)	IOP2847 Building Services 26 (10)	IOP3847 Building Services 36 (10)
IOP1851 Construction Services 16 (3) (5)	IOP2851 Construction Services 26 (10)	IOP3851 Construction Services 36 (10)
d) Creative Arts		
IOP1407 Crafts and Arts 16 (3) (5)	IOP2407 Crafts and Arts 26 (10)	IOP3407 Crafts and Arts 36 (10)
IOP1408 Technical Arts 16 (3) (5)	IOP2408 Technical Arts 26 (10)	IOP3408 Technical Arts 36 (10)
e) Natural Resources		
IOP1941 Natural Resource Services 16 (3) (5)	IOP2941 Natural Resource Services 26 (10)	IOP3941 Natural Resource Services 36 (10)
f) Personal and Public Services		
IOP1602 Child and Health Care 16 (3) (5)	IOP2602 Child and Health Care 26 (10)	IOP3602 Child and Health Care 36 (10)
IOP1603 Esthetology 16 (3) (5)	IOP2603 Esthetology 26 (10)	IOP3603 Esthetology 36 (10)
IOP1831 Hair Care 16 (3) (5)	IOP2831 Hair Care 26 (10)	IOP3831 Hair Care 36 (10)
IOP1877 Fashion and Fabric Services 16 (3) (5)	IOP2877 Fashion and Fabric Services 26 (10)	IOP3877 Fashion and Fabric Services 36 (10)
g) Tourism and Hospitality		
IOP1632 Commercial Food Preparation 16 (3) (5)	IOP2632 Commercial Food Preparation 26 (10)	IOP3632 Commercial Food Preparation 36 (10)
IOP1633 Food Services 16 (3) (5)	IOP2633 Food Services 26 (10)	IOP3633 Food Services 36 (10)
IOP1634 Maintenance and Hospitality Services 16 (3) (5)	IOP2634 Maintenance and Hospitality Services 26 (10)	IOP3634 Maintenance and Hospitality Services 36 (10)
h) Transportation		
IOP1747 Automotive Services 16 (3) (5)	IOP2747 Automotive Services 26 (10)	IOP3747 Automotive Services 36 (10)
IOP1748 Service Station Services 16 (3) (5)	IOP2748 Service Station Services 26 (10)	IOP3748 Service Station Services 36 (10)
IOP1749 Warehouse Services 16 (3) (5)	IOP2749 Warehouse Services 26 (10)	IOP3749 Warehouse Services 36 (10)

(continued)

❶ Optional implementation 2002–2003 school year.

CAREER AND TECHNOLOGY STUDIES *

Agriculture [Each course is worth 1 credit.] ① ②

AGR1010	Agriculture: The Big Picture	AGR2120	Soils Management 1 (Soil Properties/Classification)
AGR1030	Production Basics	AGR2130	Integrated Pest Management
AGR1060	Consumer Products & Services	AGR2140	Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR1070	Basic Landscape/Turf Care	AGR3010	Issues in Agriculture
AGR1080	Basic Floral Design	AGR3030	Field Crops 2 (Management Techniques)
AGR1090	Market Fundamentals	AGR3040	Livestock/Poultry 2 (Management Techniques)
AGR1100	Agriculture Technology	AGR3050	Agrifoods 2 (Standards & Regulation)
AGR1110	Resource Management	AGR3060	Landscape/Turf Management 2 (Installation & Repair)
AGR2020	Animal Husbandry/Welfare	AGR3070	Equine 2 (Management Techniques)
AGR2030	Field Crops 1 (Materials & Processes)	AGR3080	Floral Design 2 (Creative Design & Display)
AGR2040	Livestock/Poultry 1 (Materials & Processes)	AGR3090	Marketing 2 (Closed Marketing Structures)
AGR2050	Agrifoods 1 (Materials & Processes)	AGR3100	Biotechnology
AGR2060	Landscape/Turf Management 1 (Maintenance Practices)	AGR3110	Water Management
AGR2070	Equine 1 (Materials & Processes)	AGR3120	Soils Management 2 (Soil Testing & Amending)
AGR2080	Floral Design 1 (Projects for All Occasions)	AGR3130	Sustainable Agriculture Systems
AGR2090	Marketing 1 (Open Marketing Structures)	AGR3140	Nursery/Greenhouse Crops 2 (Management Techniques)
AGR2100	Protected Structures		

Career Transitions [Each course is worth 1 credit.] ① ②

CTR1010	Job Preparation	CTR3010	Preparing for Change
CTR1020	Leading by Example	CTR3020	Organizational Leadership
CTR1030	Client Service 1	CTR3030	Leading for Change
CTR1110	Project 1A	CTR3040	Practicum A
CTR1120	Project 1B	CTR3050	Practicum B
CTR1210	Personal Safety (Management)	CTR3060	Practicum C
CTR1310	Career Directions—Foundations	CTR3070	Practicum D
CTR2010	Job Maintenance	CTR3080	Practicum E
CTR2020	Taking the Lead	CTR3090	Client Service 3
CTR2030	Governance & Leadership	CTR3110	Project 3A
CTR2040	Client Service 2	CTR3120	Project 3B
CTR2110	Project 2A	CTR3130	Project 3C
CTR2120	Project 2B	CTR3140	Project 3D
CTR2130	Project 2C	CTR3150	Project 3E
CTR2140	Project 2D	CTR3210	Safety Management Systems
CTR2150	Project 2E	CTR3310	Career Directions—Transitions
CTR2210	Workplace Safety (Practices)		
CTR2310	Career Directions—Expansion		

(continued)

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CAREER AND TECHNOLOGY STUDIES★(continued)**Communication Technology** [Each course is worth 1 credit.] ❶ ❷

COM1010	Presentation & Communication 1	COM2110	Animation 2
COM1020	Media & You	COM2120	Digital Design 2
COM1030	Photography 1	COM2130	Special Effects Photography
COM1050	Printing 1	COM3010	Presentation & Communication 3
COM1060	Audio/Video Production 1	COM3020	Media Design & Analysis 2
COM1070	Animation 1	COM3030	Script Writing 2
COM1080	Digital Design 1	COM3040	Photography 3
COM2010	Presentation & Communication 2	COM3050	Photojournalism
COM2020	Media Design & Analysis 1	COM3060	Photographic Techniques 2
COM2030	Script Writing 1	COM3070	Colour Photography
COM2040	Photography 2	COM3080	Printing Techniques 2
COM2050	Photographic Communication	COM3090	Printing Applications 2
COM2060	Photographic Techniques 1	COM3100	Audio 3
COM2070	Printing Techniques 1	COM3110	Video 3
COM2080	Printing Applications 1	COM3120	Animation 3
COM2090	Audio/Video 1	COM3130	Digital Design 3
COM2100	Audio/Video 2		

Community Health [Each course is worth 1 credit.] ❶ ❷

CMH1010	Family Dynamics	CMH3010	Family Issues
CMH1040	Caring for Children	CMH3020	Parenting
CMH1050	Child Development	CMH3030	Aging
CMH1060	Home Care 1	CMH3040	Prenatal & Postnatal Care
CMH1080	Perspectives on Health	CMH3050	Day Care 2
CMH2010	Adolescent Health Issues	CMH3060	Home Care 3 (Special Conditions)
CMH2030	Community Volunteerism	CMH3070	Challenged Individuals
CMH2050	Day Care 1	CMH3080	Digestive System
CMH2060	Home Care 2 (Personal Care Services)	CMH3090	Nervous/Endocrine Systems
CMH2070	Sensory Challenges	CMH3100	Mental Health
CMH2080	Respiratory System	CMH3110	Advances in Medical Technology
CMH2090	Circulatory System	CMH3120	First Aid/CPR for Children
CMH2100	Musculoskeletal System	CMH3130	Sports First Aid 2
CMH2110	Complementary Therapies	CMH3140	Perspectives on Marriage
CMH2120	First Aid/CPR	CTR1210	Personal Safety (Management)
CMH2130	Sports First Aid 1		

(continued)

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CAREER AND TECHNOLOGY STUDIES ★ (continued)

Construction Technologies [Each course is worth 1 credit.] ❶ ❷

CON1010	Basic Tools & Materials	CON2180	Wood Forming
CON1070	Building Construction	CON2190	Manufacturing Systems
CON1120	Project Management	CON2200	Product Development
CON1130	Solid Stock Construction	CON3010	Concrete Work (Structures & Finishes)
CON1140	Turning Operations	CON3020	Masonry Work (Structures & Finishes)
CON1160	Manufactured Materials	CON3030	Wall & Ceiling Finishing
CON1180	Mold Making & Casting	CON3040	Stair Construction
CON2010	Site Preparation	CON3050	Roof Structures 2 (Framing & Covering)
CON2020	Concrete Forming	CON3060	Doors & Trim
CON2030	Alternative Foundations	CON3070	Floorcovering
CON2040	Framing Systems 1 (Floor & Wall)	CON3080	Energy-efficient Housing
CON2050	Roof Structures 1 (Framing & Finishing)	CON3090	Renovations/Restorations
CON2060	Exterior Finishing (Door, Window & Siding)	CON3100	Commercial Structures
CON2070	Electrical Systems	CON3110	Site Management
CON2080	Plumbing Systems	CON3120	Tool Maintenance
CON2090	Climate Control Systems	CON3130	Furniture Making 3 (Leg & Rail)
CON2100	Agri-structures	CON3140	Furniture Making 4 (Surface Enhancement)
CON2120	Multiple Materials	CON3150	Furniture Repair
CON2130	Furniture Making 1 (Box Construction)	CON3160	Cabinetmaking 3 (Cabinets/Countertops)
CON2140	Furniture Making 2 (Frame & Panel)	CON3170	Cabinetmaking 4 (Layout & Installation)
CON2150	Finishing & Refinishing	CON3190	Production Planning
CON2160	Cabinetmaking 1 (Web & Face Frame)	CON3200	Production Management
CON2170	Cabinetmaking 2 (Door & Drawer)	CON3210	Framing Systems 2 (Floor, Wall & Ceiling)

(continued)

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CAREER AND TECHNOLOGY STUDIES ★ (continued)**Enterprise and Innovation [Each course is worth 1 credit.] ① ②**

ENT1010	Challenge & Opportunity	ENT2030	Marketing the Venture
ENT1020	Planning a Venture	ENT2040	Implementing the Venture
ENT2010	Analyzing Ventures	ENT3010	Managing the Venture
ENT2020	Financing Ventures	ENT3020	Expanding the Venture

Fabrication Studies [Each course is worth 1 credit.] ① ②

FAB1010	Fabrication Tools & Materials	FAB2140	Precision Milling 1
FAB1040	Oxyacetylene Welding	FAB2150	CNC Turning (Computer Numerical Control)
FAB1050	Basic Electric Welding	FAB2160	Custom Fabrication
FAB1090	Sheet Fabrication 1 (Hand Processes)	FAB2170	Pipe Fitting
FAB1100	Fabrication Principles	FAB3010	Materials Testing
FAB1110	Bar & Tubular Fabrication	FAB3020	Metallurgy Fundamentals
FAB1120	Foundry 1 (One-piece Pattern)	FAB3030	Gas Tungsten Arc Welding
FAB1130	Principles of Machining	FAB3040	Specialized Welding
FAB1160	Production Systems	FAB3050	Arc Welding 3
FAB2010	Structural Engineering	FAB3060	Arc Welding 4
FAB2020	Print Reading	FAB3070	Pipe & Tubular Welding
FAB2030	Oxyfuel Welding	FAB3080	Automated Welding
FAB2040	Thermal Cutting	FAB3090	Sheet Fabrication 4 (Radial Line)
FAB2050	Arc Welding 1	FAB3110	Sheet Fabrication 5 (Duct Components)
FAB2060	Arc Welding 2	FAB3120	Foundry 3 (Core Molding)
FAB2070	Gas Metal Arc Welding 1	FAB3130	Precision Turning 2
FAB2090	Sheet Fabrication 2 (Machine Processes)	FAB3140	Precision Milling 2
FAB2100	Sheet Fabrication 3 (Parallel Line)	FAB3150	CNC Milling (Computer Numerical Control)
FAB2110	Forging Fundamentals	FAB3160	Prefabrication Principles
FAB2120	Foundry 2 (Split Pattern)	FAB3170	Gas Metal Arc Welding 2
FAB2130	Precision Turning 1		

(continued)

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CAREER AND TECHNOLOGY STUDIES* (continued)**Fashion Studies** [Each course is worth 1 credit.] ① ②

FAS1030	Ready, Set, Sew!	FAS2110	Creating Home Decor
FAS1040	Fashion Basics	FAS2120	Surface Embellishment
FAS1050	Repair & Recycle	FAS2140	Fashion Merchandising
FAS1060	Creating Accessories 1	FAS2150	Upholstery
FAS1070	Creative Yarns/Textiles	FAS2160	Creating Accessories 2
FAS2010	Fashion Dynamics	FAS3010	Fashion Illustration 2
FAS2020	Fashion Illustration 1	FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS2030	CAD Patterns 1 (Computer-aided Design)	FAS3030	Pattern Drafting 2
FAS2040	Evolution of Fashion	FAS3040	Contemporary Tailoring
FAS2050	Flat Pattern	FAS3060	Couture
FAS2060	Pattern Drafting 1	FAS3070	Creators of Fashion
FAS2070	Creative Construction	FAS3080	Cultural Fashions
FAS2080	Activewear	FAS3090	Specialty Fabrics 2
FAS2090	Specialty Fabrics 1	FAS3140	Fashion Retailing
FAS2100	Sewing for Others		

Financial Management [Each course is worth 1 credit.] ① ②

FIN1010	Financial Information	FIN2050	Financial Simulation
FIN1020	Service Business 1	FIN3010	Advanced Accounting
FIN1030	Service Business 2	FIN3020	Management Accounting
FIN2010	Taxation (Personal & Small Business)	FIN3030	Business Organizations
FIN2020	Merchandising Business 1	FIN3040	Financial Statements
FIN2030	Merchandising Business 2	FIN3060	Financial Analysis
FIN2040	Financial Software	FIN3070	Financial Planning
		FOD2130	Vegetarian Cuisine

Foods [Each course is worth 1 credit.] ① ②

FOD1010	Food Basics	FOD2140	Rush Hour Cuisine
FOD1020	Baking Basics	FOD2150	Food Safety & Sanitation
FOD1030	Snacks & Appetizers	FOD2160	Food Venture
FOD1040	Meal Planning 1	FOD2170	International Cuisine 1
FOD1050	Fast & Convenience Foods	FOD3010	Food for the Life Cycle
FOD1060	Canadian Heritage Foods	FOD3020	Nutrition & Digestion
FOD2010	Food & Nutrition Basics	FOD3030	Creative Baking
FOD2020	Nutrition & the Athlete	FOD3040	Advanced Yeast Products
FOD2030	Food Decisions & Health	FOD3050	Advanced Soups & Sauces
FOD2040	Cake & Pastry	FOD3060	Food Presentation
FOD2050	Yeast Breads & Rolls	FOD3070	Short Order Cooking
FOD2060	Milk Products & Eggs	FOD3080	Advanced Meat Cookery
FOD2070	Stocks, Soups & Sauces	FOD3090	Basic Meat Cutting
FOD2080	Vegetables/Fruits/Grains	FOD3100	Entertaining with Food
FOD2090	Creative Cold Foods	FOD3110	Food Processing
FOD2100	Basic Meat Cookery	FOD3120	Food Evolution/Innovation
FOD2110	Fish & Poultry	FOD3130	The Food Entrepreneur
FOD2120	Meal Planning 2	FOD3140	International Cuisine 2

(continued)

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CAREER AND TECHNOLOGY STUDIES★ (continued)**Cosmetology Studies** [Each course is worth 1 credit.] ❶ ❷

COS1010	Personal Images	COS3010	Professional Practices
COS1020	Hair Graphics 1	COS3020	Long Hair Graphics
COS1030	Hair & Scalp Care 1	COS3030	Hair & Scalp Care 3
COS1040	Forming & Finishing 1	COS3040	Hair & Scalp Care 4 (Client Services)
COS1050	Permanent Waving 1 (The Physical Process)	COS3050	Haircutting 2
COS1060	Skin Care 1 (Basic Practices)	COS3060	Haircutting 3 (Client Services)
COS1070	Manicuring 1	COS3070	Hair Care & Cutting 2 (Client Services)
COS1080	Theatrical Makeup 1 (Basic Principles)	COS3080	Permanent Waving 5 (Designer)
COS2010	Hair Graphics 2	COS3090	Relax/Straighten Hair
COS2020	Hair & Scalp Care 2	COS3100	Wave, Relax & Straighten Hair (Client Services)
COS2030	Forming & Finishing 2	COS3110	Colouring 2 (Permanent)
COS2040	Haircutting 1	COS3120	Colour Removal 2
COS2050	Hair Care & Cutting 1 (Client Services)	COS3130	Colouring & Removal 2 (Client Services)
COS2060	Permanent Waving 2 (Cold Waving)	COS3140	Body Therapy
COS2070	Permanent Waving 3 (Heat-assisted)	COS3150	Hair Removal
COS2080	Permanent Waving 4 (Client Services)	COS3160	Skin Care 3 (Client Services)
COS2090	Colouring 1	COS3170	Male Facial Grooming 1
COS2100	Colour Removal 1	COS3180	Male Facial Grooming 2 (Client Services)
COS2110	Colouring & Removal 1 (Client Services)	COS3190	Nail Technology
COS2120	Facials & Makeup 1	COS3200	Pedicuring
COS2130	Facials & Makeup 2 (Client Services)	COS3210	Nail Care (Client Services)
COS2140	Skin Care 2 (Client Services)	COS3220	Wigs & Toupees
COS2150	Manicuring 2	COS3230	Hair Goods (Client Services)
COS2160	Nail Art	COS3240	Theatrical Makeup 3 (Changing Images)
COS2170	Manicuring 3 (Client Services)	COS3250	Theatrical Makeup 4 (Client Services)
COS2180	Hairpieces & Extensions	COS3260	Facial & Body Adornment
COS2190	Theatrical Makeup 2 (Planning the Images)	COS3270	Creative Cosmetology
COS2200	Historical Cosmetology	COS3280	Sales & Service 2 (Effectiveness)
COS2210	Sales & Service 1 (Principles & Practices)	COS3290	Competition Cosmetology

Design Studies [Each course is worth 1 credit.] ❶ ❷

DES1010	Sketch, Draw & Model	DES3050	3-D Design Studio 2
DES1020	The Design Process	DES3060	3-D Design Studio 3
DES1030	2-D Design Fundamentals	DES3070	Living Environment Studio 1
DES1040	3-D Design Fundamentals	DES3080	Living Environment Studio 2
DES1050	CAD Fundamentals (Computer-aided Design)	DES3090	Living Environment Studio 3
DES1060	Drafting/Design Fundamentals	DES3100	CAD Modelling Studio (Computer-aided Design)
DES2010	2-D Design Applications	DES3110	Drafting/Design Studio 1
DES2020	3-D Design Applications	DES3120	Drafting/Design Studio 2
DES2030	CAD Applications (Computer-aided Design)	DES3130	Drafting/Design Studio 3
DES2040	Drafting/Design Applications	DES3140	Technical Drawing Studio 1
DES2050	Technical Drawing Applications	DES3150	Technical Drawing Studio 2
DES2060	The Evolution of Design	DES3160	Technical Drawing Studio 3
DES3010	2-D Design Studio 1	DES3170	Visualizing the Future
DES3020	2-D Design Studio 2	DES3180	The Design Profession
DES3030	2-D Design Studio 3	DES3190	Portfolio Presentation
DES3040	3-D Design Studio 1		

(continued)

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❷ The waiver of prerequisite process does not apply to CTS courses

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CAREER AND TECHNOLOGY STUDIES * (continued)**Electro-Technologies** [Each course is worth 1 credit.] ① ②

ELT1010	Electro-assembly 1	ELT2120	Electro-optics
ELT1030	Conversion & Distribution	ELT2130	Magnetic Control Devices
ELT1050	Electronic Power Supply 1	ELT2140	Robotics 2
ELT1060	Digital Technology 1	ELT2150	Electronic Controls
ELT1080	Control Systems 1	ELT3010	Electro-assembly 3
ELT1090	Analog Communication 1	ELT3020	Electronic Servicing
ELT1100	Electronic Communication	ELT3030	Power Systems & Services
ELT1110	Security Systems 1	ELT3040	Generation/Transformation
ELT1130	Robotics 1	ELT3060	Digital Technology 3
ELT2010	Electro-assembly 2	ELT3070	Digital Applications
ELT2020	Electrical Servicing	ELT3080	Microprocessors
ELT2030	Branch Circuit Wiring	ELT3090	Microprocessor Interface
ELT2050	Electronic Power Supply 2	ELT3100	Analog Communication 3
ELT2060	Digital Technology 2	ELT3110	Amplifiers
ELT2070	Computer Technology	ELT3130	Data/Telemetry Systems
ELT2080	Control Systems 2	ELT3140	Motors
ELT2090	Analog Communication 2	ELT3150	Robotics 3
ELT2100	Radio Communication	ELT3160	Control Applications
ELT2110	Security Systems 2		

Energy and Mines [Each course is worth 1 credit.] ① ②

ENM1010	Overview of Alberta Geology	ENM2080	Supply & Distribution
ENM1020	Nonrenewable Resources	ENM2090	Energy Designs/Systems 1 (Basic Principles)
ENM1050	Renewable Resources	ENM2100	Environmental Safety
ENM1060	Consumer Products & Services	ENM3010	Energy & the Environment
ENM1090	Fundamentals of Recycling	ENM3020	Conventional Oil/Gas 2 (Recovery & Production)
ENM1100	Conservation Challenge	ENM3030	Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM2010	Managing Alberta's Resources	ENM3040	Metals/Nonmetals 2 (Recovery & Production)
ENM2020	Conventional Oil/Gas 1 (Resource Exploration)	ENM3050	Sustainable Energy (The Power & Potential)
ENM2030	Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)	ENM3060	Petrochemicals
ENM2040	Metals/Nonmetals 1 (Resource Exploration)	ENM3070	Industrial Materials (Primary Manufacturing)
ENM2050	Renewable Energy Technology	ENM3080	Market Basics & Trends
ENM2060	Refining Hydrocarbons	ENM3090	Energy Designs/Systems 2 (Practical Applications)
ENM2070	Refining Rocks & Minerals	ENM3100	Integrated Resource Management (Balancing Needs)

(continued)

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② The waiver of prerequisite process does not apply to CTS courses

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CAREER AND TECHNOLOGY STUDIES ★ (continued)**Forestry** [Each course is worth 1 credit.] ❶ ❷

FOR1010	Why Forestry?	FOR2070	Harvest Practices (Fibre Harvest & Processing)
FOR1020	Forest Regions of Canada	FOR2100	Forests Forever 2 (Management Practices)
WLD1030	Outdoor Experiences 1 (Survival Skills)	FOR2120	Users in the Forest
FOR1050	Mapping & Aerial Photos	FOR3010	Issues in Forestry
FOR1060	Measuring the Forest 1 (Measurement Skills)	FOR3060	Measuring the Forest 3 (Survey Applications)
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)	FOR3070	The Forest Marketplace
FOR1100	Forests Forever 1 (Forest Use & Protection)	FOR3080	Forest Technology Applications
FOR2010	Making a Difference (Protection & Stewardship)	FOR3090	Forest Ecology 2 (Silvics & Succession)
FOR2030	Managing Alberta Forests	FOR3110	Silviculture (Growing the Forest)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	FOR3120	Integrated Resource Management (Balancing Needs)
FOR2060	Measuring the Forest 2 (Sampling Techniques)		

Information Processing [Each course is worth 1 credit.] ❶ ❷

INF1010	Computer Operations	INF2170	Programming 4
INF1020	Keyboarding 1	INF2180	Programming 5
INF1030	Word Processing 1	INF2190	Telecommunications 1
INF1040	Graphics Tools	INF2200	Information Highway 2
INF1050	Database 1	INF3010	Hardware/Software Analysis
INF1060	Spreadsheet 1	INF3020	Local Area Networks
INF1070	Hypermedia Tools	INF3030	Keyboarding 4
INF1080	Programming 1	INF3040	Keyboarding 5
INF1090	Information Highway 1	INF3050	Keyboarding 6
INF2010	Workstation Operations	INF3060	Word Processing 3
INF2030	Keyboarding 2	INF3070	Electronic Publishing 2
INF2040	Keyboarding 3	INF3080	Information Management Tools
INF2050	Word Processing 2	INF3090	Software Integration 3
INF2060	Electronic Publishing 1	INF3100	Specialization 1
INF2070	Database 2	INF3110	Specialization 2
INF2080	Spreadsheet 2	INF3120	Software Integration 2
INF2090	Correspondence	INF3130	Multimedia Authoring 2
INF2100	Reports	INF3140	Expert Systems
INF2110	Tables/Forms	INF3150	Programming Application 1
INF2120	Software Integration 1	INF3160	Programming Application 2
INF2130	Multimedia Authoring 1	INF3170	Programming Application 3
INF2140	Process Control	INF3180	Telecommunications 2
INF2150	Programming 2	INF3190	Information Highway 3
INF2160	Programming 3	INF3200	Internet Services

(continued)

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CAREER AND TECHNOLOGY STUDIES * (continued)**Legal Studies** [Each course is worth 1 credit.] ❶ ❷

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)	LGS3010	Consumer & Property Law
LGS1020	You & the Law 2 (in Society and in the Workplace)	LGS3020	Dispute Resolution
LGS2010	Family Law	LGS3040	Negligence
LGS2020	Labour Law	LGS3050	Law & Small Business
LGS2030	Environmental Law	LGS3060	Controversy & Change
LGS2050	Law & the Traveller	LGS3070	Landmark Decisions
		LGS3080	Criminal Law

Logistics [Each course is worth 1 credit.] ❶ ❷

LOG1010	Logistics	LOG2030	Purchasing 2
LOG1020	Warehouse & Distribute 1	LOG2040	Inventory Management 1
LOG1030	Traffic & Transport 1	LOG3010	Warehouse & Distribute 3
LOG1040	Purchasing 1	LOG3020	Traffic & Transport 3
LOG2010	Warehouse & Distribute 2	LOG3030	Purchasing 3
LOG2020	Traffic & Transport 2	LOG3040	Inventory Management 2

Management and Marketing [Each course is worth 1 credit.] ❶ ❷

MAM1010	Management & Marketing Basics	MAM3010	The Business Organization
MAM1020	Quality Customer Service	MAM3020	Business in the Canadian Economy
MAM1030	Communication Strategies 1	MAM3030	Business in the Global Marketplace
MAM2010	Managing for Quality	MAM3040	Promotion: Sales Techniques
MAM2030	Promotion: Visual Merchandising	MAM3050	Distributing Goods & Services
MAM2040	Retail Operations	MAM3060	Setting Up a Retail Store
MAM2050	Office Systems 1	MAM3070	Office Systems 2
MAM2060	Communication Strategies 2	MAM3080	Communication Strategies 3
MAM2080	Records Management 1	MAM3090	Records Management 2
MAM2090	Promotion: Print Advertising	MAM3100	Promotion: Broadcast Advertising

(continued)

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CAREER AND TECHNOLOGY STUDIES ★ (continued)**Mechanics** [Each course is worth 1 credit.] ① ②

MEC1010	Modes & Mechanisms	MEC2190	Surface Preparation 2
MEC1020	Vehicle Service & Care	MEC2200	Refinishing 1
MEC1040	Engine Fundamentals	MEC2210	Touch-up & Finishing
MEC1090	Electrical Fundamentals	MEC2220	Interior Repairs
MEC1110	Pneumatics & Hydraulics	MEC3010	Buying & Selling Vehicles
MEC1130	Mechanical Systems	MEC3020	Vehicle Value Appraisal
MEC1150	Ride & Control Systems	MEC3030	Engine Diagnosis
MEC1160	Structures & Materials	MEC3040	Engine Tune-up
MEC1170	Metal Forming & Finishing	MEC3050	Engine Replacement
MEC1190	Surface Preparation 1	MEC3060	Engine Reconditioning 1
MEC2010	Vehicle Detailing	MEC3070	Engine Reconditioning 2
MEC2020	Vehicle Maintenance	MEC3080	Alternative Energy Systems
MEC2030	Lubrication & Cooling	MEC3090	Computer Systems
MEC2040	Fuel & Exhaust Systems	MEC3100	Safety Systems
MEC2050	Alternative Fuel Engines	MEC3110	Climate Control
MEC2060	Ignition Systems	MEC3120	Power Assisting
MEC2070	Emission Controls	MEC3130	Automatic Transmissions
MEC2090	Electrical Components	MEC3140	Drive Train Repair
MEC2100	Power Assist Accessories	MEC3150	Wheel Alignment
MEC2110	Braking Systems	MEC3160	Body Repair Estimation
MEC2120	Hydraulic Accessories	MEC3170	Damage Analysis
MEC2130	Drive Trains	MEC3180	Damage Repair 1
MEC2140	Transmissions/Transaxles	MEC3190	Damage Repair 2
MEC2150	Suspension Systems	MEC3200	Refinishing 2
MEC2160	Steering Systems	MEC3210	Plastic & Fibreglass
MEC2170	Metal Repair & Finishing	MEC3220	Glass Replacement
MEC2180	Trim Replacement	MEC3230	Refinishing 3

Tourism Studies [Each course is worth 1 credit.] ① ②

TOU1010	The Tourism Industry	TOU2080	Travel Planning
TOU1020	People & Places	TOU2090	Tourism Interpretation 1
TOU1030	Quality Guest Service	TOU2100	Tourism Interpretation 2
TOU1040	The Food Sector	TOU3030	Food Service Operations
TOU1050	The Accommodation Sector	TOU3040	Hotel/Motel Operations
TOU1060	The Travel Sector	TOU3050	Alternative Accommodations
TOU1070	The Attractions Sector	TOU3060	Travel Agency Operations
TOU2010	Tourism Events	TOU3070	Reservations & Ticketing
TOU2040	Food Functions	TOU3080	Air Transportation
TOU2050	Meetings & Conferences	TOU3090	Surface Transportation
TOU2060	Tourism Destinations 1	TOU3100	Attractions Operations
TOU2070	Tourism Destinations 2	TOU3110	Adventure & Ecotourism

(continued)

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CAREER AND TECHNOLOGY STUDIES ★ (continued)

Wildlife [Each course is worth 1 credit.] ❶ ❷

WLD1010	What Is Wildlife?	WLD2060	Interactions (Wildlife & Society)
WLD1020	Natural History of Wildlife	WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD1030	Outdoor Experiences 1 (Survival Skills)	WLD2090	Issues in Wildlife 1 (Research & Analysis)
WLD1050	Taking Responsibility (People, Culture & Wildlife)	WLD3020	Making a Difference (Protection & Stewardship)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)	WLD3040	Wildlife Research
WLD1080	Angling & Fish Management	WLD3050	Wildlife Management 1 (Basic Principles)
WLD2020	Measuring the Value (Diversity of Wildlife Values)	WLD3060	Wildlife Management 2 (Applications)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	WLD3090	Issues in Wildlife 2 (Negotiation & Debate)
WLD2040	Wildlife Spaces & Species		

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4120 Floorcovering Installer 15.....(5)	RAP5120 Floorcovering Installer 25a....(5) RAP5121 Floorcovering Installer 25b....(5) RAP5122 Floorcovering Installer 25c....(5)	RAP6120 Floorcovering Installer 35a.. (5) RAP6121 Floorcovering Installer 35b.. (5) RAP6122 Floorcovering Installer 35c.. (5) RAP6123 Floorcovering Installer 35d.. (5)
RAP4124 Gasfitter—First Class 15.....(5)	RAP5124 Gasfitter—First Class 25a....(5) RAP5125 Gasfitter—First Class 25b....(5) RAP5126 Gasfitter—First Class 25c....(5)	RAP6124 Gasfitter—First Class 35a.... (5) RAP6125 Gasfitter—First Class 35b.... (5) RAP6126 Gasfitter—First Class 35c.... (5) RAP6127 Gasfitter—First Class 35d.... (5)
RAP4128 Glazier 15.....(5)	RAP5128 Glazier 25a.....(5) RAP5129 Glazier 25b.....(5) RAP5130 Glazier 25c.....(5)	RAP6128 Glazier 35a.....(5) RAP6129 Glazier 35b.....(5) RAP6130 Glazier 35c.....(5) RAP6131 Glazier 35d.....(5)
RAP1853 Hairstylist 15.....(5)	RAP2853 Hairstylist 25a.....(5) RAP2854 Hairstylist 25b.....(5) RAP2855 Hairstylist 25c.....(5)	RAP3853 Hairstylist 35a.....(5) RAP3854 Hairstylist 35b.....(5) RAP3855 Hairstylist 35c.....(5) RAP3856 Hairstylist 35d.....(5)
RAP1988 Heavy Equipment Technician 15.....(5)	RAP2988 Heavy Equipment Technician 25a.....(5) RAP2989 Heavy Equipment Technician 25b.....(5) RAP2990 Heavy Equipment Technician 25c.....(5)	RAP3988 Heavy Equipment Technician 35a.....(5) RAP3989 Heavy Equipment Technician 35b.....(5) RAP3990 Heavy Equipment Technician 35c.....(5) RAP3991 Heavy Equipment Technician 35d.....(5)
RAP4132 Instrument Technician 15.....(5)	RAP5132 Instrument Technician 25a....(5) RAP5133 Instrument Technician 25b....(5) RAP5134 Instrument Technician 25c....(5)	RAP6132 Instrument Technician 35a.. (5) RAP6133 Instrument Technician 35b.. (5) RAP6134 Instrument Technician 35c.. (5) RAP6135 Instrument Technician 35d.. (5)
RAP4136 Insulator 15.....(5)	RAP5136 Insulator 25a.....(5) RAP5137 Insulator 25b.....(5) RAP5138 Insulator 25c.....(5)	RAP6136 Insulator 35a.....(5) RAP6137 Insulator 35b.....(5) RAP6138 Insulator 35c.....(5) RAP6139 Insulator 35d.....(5)
RAP4188 Ironworker 15.....(5)	RAP5188 Ironworker 25a.....(5) RAP5189 Ironworker 25b.....(5) RAP5190 Ironworker 25c.....(5)	RAP6188 Ironworker 35a.....(5) RAP6189 Ironworker 35b.....(5) RAP6190 Ironworker 35c.....(5) RAP6191 Ironworker 35d.....(5)
RAP4192 Landscape Gardener 15.....(5)	RAP5192 Landscape Gardener 25a(5) RAP5193 Landscape Gardener 25b(5) RAP5194 Landscape Gardener 25c(5)	RAP6192 Landscape Gardener 35a(5) RAP6193 Landscape Gardener 35b(5) RAP6194 Landscape Gardener 35c.... (5) RAP6195 Landscape Gardener 35d(5)
RAP4196 Lather-Interior Systems Mechanic 15.....(5)	RAP5196 Lather-Interior Systems Mechanic 25a.....(5) RAP5197 Lather-Interior Systems Mechanic 25b.....(5) RAP5198 Lather-Interior Systems Mechanic 25c.....(5)	RAP6196 Lather-Interior Systems Mechanic 35a.....(5) RAP6197 Lather-Interior Systems Mechanic 35b.....(5) RAP6198 Lather-Interior Systems Mechanic 35c.....(5) RAP6199 Lather-Interior Systems Mechanic 35d.....(5)
RAP4260 Locksmith 15.....(5)	RAP5260 Locksmith 25a.....(5) RAP5261 Locksmith 25b.....(5) RAP5262 Locksmith 25c.....(5)	RAP6260 Locksmith 35a.....(5) RAP6261 Locksmith 35b.....(5) RAP6262 Locksmith 35c.....(5) RAP6263 Locksmith 35d.....(5)
RAP4140 Machinist 15.....(5)	RAP5140 Machinist 25a.....(5) RAP5141 Machinist 25b.....(5) RAP5142 Machinist 25c.....(5)	RAP6140 Machinist 35a.....(5) RAP6141 Machinist 35b.....(5) RAP6142 Machinist 35c.....(5) RAP6143 Machinist 35d.....(5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4144 Millwright 15(5)	RAP5144 Millwright 25a(5) RAP5145 Millwright 25b(5) RAP5146 Millwright 25c(5)	RAP6144 Millwright 35a(5) RAP6145 Millwright 35b(5) RAP6146 Millwright 35c(5) RAP6147 Millwright 35d(5)
RAP1646 Motorcycle Mechanic 15(5)	RAP2646 Motorcycle Mechanic 25a(5) RAP2647 Motorcycle Mechanic 25b(5) RAP2648 Motorcycle Mechanic 25c(5)	RAP3646 Motorcycle Mechanic 35a(5) RAP3647 Motorcycle Mechanic 35b(5) RAP3648 Motorcycle Mechanic 35c(5) RAP3649 Motorcycle Mechanic 35d(5)
RAP4284 Outdoor Power Equipment Technician 15(5)	RAP5284 Outdoor Power Equipment Technician 25a(5) RAP5285 Outdoor Power Equipment Technician 25b(5) RAP5286 Outdoor Power Equipment Technician 25c(5)	RAP6284 Outdoor Power Equipment Technician 35a(5) RAP6285 Outdoor Power Equipment Technician 35b(5) RAP6286 Outdoor Power Equipment Technician 35c(5) RAP6287 Outdoor Power Equipment Technician 35d(5)
RAP4148 Painter and Decorator 15(5)	RAP5148 Painter and Decorator 25a(5) RAP5149 Painter and Decorator 25b(5) RAP5150 Painter and Decorator 25c(5)	RAP6148 Painter and Decorator 35a(5) RAP6149 Painter and Decorator 35b(5) RAP6150 Painter and Decorator 35c(5) RAP6151 Painter and Decorator 35d(5)
RAP1655 Partsman 15(5)	RAP2655 Partsman 25a(5) RAP2656 Partsman 25b(5) RAP2657 Partsman 25c(5)	RAP3655 Partsman 35a(5) RAP3656 Partsman 35b(5) RAP3657 Partsman 35c(5) RAP3658 Partsman 35d(5)
RAP4152 Plumber 15(5)	RAP5152 Plumber 25a(5) RAP5153 Plumber 25b(5) RAP5154 Plumber 25c(5)	RAP6152 Plumber 35a(5) RAP6153 Plumber 35b(5) RAP6154 Plumber 35c(5) RAP6155 Plumber 35d(5)
RAP4204 Power Lineman 15(5)	RAP5204 Power Lineman 25a(5) RAP5205 Power Lineman 25b(5) RAP5206 Power Lineman 25c(5)	RAP6204 Power Lineman 35a(5) RAP6205 Power Lineman 35b(5) RAP6206 Power Lineman 35c(5) RAP6207 Power Lineman 35d(5)
RAP4208 Power System Electrician 15(5)	RAP5208 Power System Electrician 25a(5) RAP5209 Power System Electrician 25b(5) RAP5210 Power System Electrician 25c(5)	RAP6208 Power System Electrician 35a(5) RAP6209 Power System Electrician 35b(5) RAP6210 Power System Electrician 35c(5) RAP6211 Power System Electrician 35d(5)
RAP4212 Printing and Graphic Arts Craftsman 15(5)	RAP5212 Printing and Graphic Arts Craftsman 25a(5) RAP5213 Printing and Graphic Arts Craftsman 25b(5) RAP5214 Printing and Graphic Arts Craftsman 25c(5)	RAP6212 Printing and Graphic Arts Craftsman 35a(5) RAP6213 Printing and Graphic Arts Craftsman 35b(5) RAP6214 Printing and Graphic Arts Craftsman 35c(5) RAP6215 Printing and Graphic Arts Craftsman 35d(5)
RAP4280 Recreation Vehicle Service Technician 15(5)	RAP5280 Recreation Vehicle Service Technician 25a(5) RAP5281 Recreation Vehicle Service Technician 25b(5) RAP5282 Recreation Vehicle Service Technician 25c(5)	RAP6280 Recreation Vehicle Service Technician 35a(5) RAP6281 Recreation Vehicle Service Technician 35b(5) RAP6282 Recreation Vehicle Service Technician 35c(5) RAP6283 Recreation Vehicle Service Technician 35d(5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP4156 Refrigeration and Air Conditioning Mechanic 15 ... (5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25a...(5) RAP5157 Refrigeration and Air Conditioning Mechanic 25b...(5) RAP5158 Refrigeration and Air Conditioning Mechanic 25c...(5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35a...(5) RAP6157 Refrigeration and Air Conditioning Mechanic 35b...(5) RAP6158 Refrigeration and Air Conditioning Mechanic 35c...(5) RAP6159 Refrigeration and Air Conditioning Mechanic 35d...(5)
RAP4224 Roofer 15 (5)	RAP5224 Roofer 25a(5) RAP5225 Roofer 25b(5) RAP5226 Roofer 25c(5)	RAP6224 Roofer 35a(5) RAP6225 Roofer 35b(5) RAP6226 Roofer 35c(5) RAP6227 Roofer 35d(5)
RAP4228 Sawfiler 15..... (5)	RAP5228 Sawfiler 25a(5) RAP5229 Sawfiler 25b(5) RAP5230 Sawfiler 25c(5)	RAP6228 Sawfiler 35a(5) RAP6229 Sawfiler 35b(5) RAP6230 Sawfiler 35c(5) RAP6231 Sawfiler 35d(5)
RAP4232 Sheet Metal Worker 15..... (5)	RAP5232 Sheet Metal Worker 25a(5) RAP5233 Sheet Metal Worker 25b(5) RAP5234 Sheet Metal Worker 25c.....(5)	RAP6232 Sheet Metal Worker 35a(5) RAP6233 Sheet Metal Worker 35b(5) RAP6234 Sheet Metal Worker 35c.....(5) RAP6235 Sheet Metal Worker 35d(5)
RAP4236 Sprinkler Systems Installer 15..... (5)	RAP5236 Sprinkler Systems Installer 25a(5) RAP5237 Sprinkler Systems Installer 25b(5) RAP5238 Sprinkler Systems Installer 25c(5)	RAP6236 Sprinkler Systems Installer 35a (5) RAP6237 Sprinkler Systems Installer 35b (5) RAP6238 Sprinkler Systems Installer 35c..... (5) RAP6239 Sprinkler Systems Installer 35d (5)
RAP4160 Steamfitter–Pipefitter 15..... (5)	RAP5160 Steamfitter–Pipefitter 25a.....(5) RAP5161 Steamfitter–Pipefitter 25b.....(5) RAP5162 Steamfitter–Pipefitter 25c.....(5)	RAP6160 Steamfitter–Pipefitter 35a.....(5) RAP6161 Steamfitter–Pipefitter 35b.....(5) RAP6162 Steamfitter–Pipefitter 35c ... (5) RAP6163 Steamfitter–Pipefitter 35d.....(5)
RAP4240 Structural Steel and Plate Fitter 15..... (5)	RAP5240 Structural Steel and Plate Fitter 25a.....(5) RAP5241 Structural Steel and Plate Fitter 25b.....(5) RAP5242 Structural Steel and Plate Fitter 25c.....(5)	RAP6240 Structural Steel and Plate Fitter 35a..... (5) RAP6241 Structural Steel and Plate Fitter 35b..... (5) RAP6242 Structural Steel and Plate Fitter 35c (5) RAP6243 Structural Steel and Plate Fitter 35d..... (5)
RAP4244 Tilesetter 15 (5)	RAP5244 Tilesetter 25a(5) RAP5245 Tilesetter 25b(5) RAP5246 Tilesetter 25c(5)	RAP6244 Tilesetter 35a(5) RAP6245 Tilesetter 35b(5) RAP6246 Tilesetter 35c(5) RAP6247 Tilesetter 35d(5)
RAP4248 Tool and Die Maker 15 (5)	RAP5248 Tool and Die Maker 25a(5) RAP5249 Tool and Die Maker 25b(5) RAP5250 Tool and Die Maker 25c(5)	RAP6248 Tool and Die Maker 35a(5) RAP6249 Tool and Die Maker 35b(5) RAP6250 Tool and Die Maker 35c(5) RAP6251 Tool and Die Maker 35d(5)
RAP4252 Transport Refrigeration Mechanic 15 (5)	RAP5252 Transport Refrigeration Mechanic 25a.....(5) RAP5253 Transport Refrigeration Mechanic 25b.....(5) RAP5254 Transport Refrigeration Mechanic 25c.....(5)	RAP6252 Transport Refrigeration Mechanic 35a.....(5) RAP6253 Transport Refrigeration Mechanic 35b..... (5) RAP6254 Transport Refrigeration Mechanic 35c.....(5) RAP6255 Transport Refrigeration Mechanic 35d.....(5)

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Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
RAP1641 Water Well Driller 15 (5)	RAP2641 Water Well Driller 25a..... (5)	RAP3641 Water Well Driller 35a..... (5)
	RAP2642 Water Well Driller 25b..... (5)	RAP3642 Water Well Driller 35b..... (5)
	RAP2643 Water Well Driller 25c..... (5)	RAP3643 Water Well Driller 35c..... (5)
		RAP3644 Water Well Driller 35d..... (5)
RAP1663 Welder 15..... (5)	RAP2663 Welder 25a (5)	RAP3663 Welder 35a (5)
	RAP2664 Welder 25b (5)	RAP3664 Welder 35b (5)
	RAP2665 Welder 25c (5)	RAP3665 Welder 35c (5)
		RAP3666 Welder 35d (5)

INDEX

-
- A** Aboriginal
 education 73
 languages 32
Aboriginal Services Branch 136
ACCESS: The Education Station 142
Access to
 instruction 27, 38
 instruction for integrated CTS courses 39
Accommodations for students with special diploma
 examination writing needs 106
Accountability in education policies 18
Achievement testing program, provincial 88
 individual student profile 89
Addresses
 Alberta Learning, branches 139
 other 142
Alberta high school diploma graduation requirements 92
Alberta Learning
 branch addresses 139
 policy, regulations and forms manual 17
 regulations 19
Alexander Rutherford Scholarships for High School
 Achievement 42
Alternative French language programs (includes French
 immersion) 51
Annual Operational Plan 20
Appeal procedures
 diploma examination marks 109
 rescoring a diploma examination 109

rewrite fees 106
 school-awarded course marks 108
 Appendices
 1. Provincially Authorized Senior High School Courses,
 Course Codes and Course Names 143
 2. Registered Apprenticeship Program (RAP), Course
 Codes and Course Names 159
 3. Course Challenge 165
 Information Bulletin on HIV/AIDS in Educational
 Settings 169
 Apprenticeship articulation 47
 April and November diploma examinations 105
 Assessment
 as the basis for communicating individual
 student achievement 87
 as a guide for learning and instruction 85
 purpose of 85
 Assisting in student planning 40
 Attendance
 declare 79
 student 13
 August diploma examinations 105
 Authorized senior high school courses, course codes and
 course names, provincial 143
 Authorized teaching resources 131
 Awarding course credits 111

B Basic education in Alberta 1
 Basic Learning Division 133
 Basic student learning resources 130
 Bilingual programs 51
 Blackfoot language and culture program 32, 52
 Blended program 75
 Branch addresses 139
 Bulletins, diploma examination 104

C Calculator policy for mathematics 58
 Career and life management (CALM) 45
 Career plans 36
 Career and technology studies 46
 apprenticeship articulation 47
 examples of practices for offering a CTS course
 with a non-CTS course 40
 green certificate program 50
 offering a CTS course with a non-CTS course 39
 reporting student achievement 47
 senior high school credits for courses completed in
 junior high school 46

Carnegie unit 37
 Certificate of achievement 94
 Charter schools 75
 Community partnerships 63
 Controversial issues 76
 Council, school 10
 Course
 challenge 114, 165
 level transfer in diploma examination courses 113
 mark inquiry 79
 sequence transfer 112
 Courses
 assisting in student planning 40
 integrated occupational, core and occupational 54
 junior high optional 32
 junior high program 31
 locally developed/acquired and locally authorized junior and
 senior high school optional 56
 planning in junior high for senior high programs 36
 and programs 45
 senior high school courses and credits for junior high
 school students 46, 95
 Credits
 awarding, course 111
 number of senior high school credits in French
 and other languages 112
 for private school instruction 110
 reporting work experience 63
 requirements for graduation 92
 retroactive 117
 rules governing awarding of 112
 senior high school courses and credits for junior high
 school students 95
 senior high school credits for courses completed in
 junior high school 46
 senior high school credits for post-secondary
 courses 98
 special projects 65
 for waived prerequisite courses 115
 Cree language and culture program 32, 52
 Curriculum Branch 134
 Curriculum support resources for teachers 131

D Declare attendance 79
 Definition of instruction 38
 Definitions iv
 Delivery, education 3

Developmental stages of students	7
Diagnostic	
instruction	86
teaching cycle	86
Diploma	
Alberta high school	92
August examinations	105
course level transfer	112
eligibility to write	106
examination results statement	107
examinations program	104
examinations schedules	102
high school equivalency	124
January and June examinations	104
November and April examinations	105
requirements	92
rescoring	109
rewrite fees	106
Distance learning	77
Document availability	v

E Early childhood services	
ECS to grade 9 programming	25
regulation	19
Early literacy initiative	30
Education	
basic	1
delivery of	3
home	19, 77
native	73
policy, regulations and forms manual	17
regulations	19
special	83
vision for	1
Effective programming	
general principles for	5
indicators of	7
Elementary	
instructional time	27
program optional subjects	30
program required subjects	28, 29
Eligibility to write diploma examination	106
English as a second language	48
English language arts	47
Equivalency diploma, high school	124
Ethics course	32
Evaluation of out-of-province educational documents	98

- Evening programs, high school 44
- Examinations
 - accommodation for students with special needs 106
 - August diploma examinations 105
 - diploma program 104
 - eligibility to write 106
 - exemptions from writing 107
 - January and June diploma examinations 104
 - November and April diploma examinations 105
 - results statement 107
 - schedules 105
- Exchange, visiting students 100
- Exemptions
 - physical education 64
 - for transfer-in students, grade 12 103
 - from writing diploma examinations 107
- Expulsion of students 14
- F** Field Services Sector 136
- Fine and performing arts 33, 145
- Focused, articulated programming 41
- Francophone programs 51
- French
 - alternative French language programs 51
 - course challenge 49
 - exception 49
 - funding 52
 - immersion programs 51
 - instructional time 51
 - language 48
 - language policy 48
 - as a second language 48, 97
- French Language Services Branch 134
- G** General principles for effective programming 5
- General requirements for admission to post-secondary educational institutions 43
- German program 52
- Gifted and talented student programs 49
- Governance and Program Delivery Branch 133
- Grade 10 students 95
- Grade 12
 - diploma examinations program 104
 - diploma examinations schedules 105
 - exemptions for transfer-in students 103
 - validation statement 103

Graduation
Alberta high school diploma graduation requirements 92
certificate of achievement 94
high school equivalency diploma 124
Green certificate program 50
Guidance and counselling programs and services 77

H High school
course reporting form 102, 116
courses and credits for junior high school students 95
diploma 92
diplomas, certificates of achievement and transcripts 109
equivalency diploma 124
evaluation report form 102
summer, evening and weekend programs 44
HIV/AIDS in educational settings 80, 169
Home education 77
regulation 19
Human sexuality education 80
Human tissue and fluid in educational programs, use of 84

I ID numbers, student, search for 79
Identification of content changes v
Identification of requirements iv
Immersion programs
alternative French language programs 51
Ukrainian 53
Indicators of effective programming 7
Individual student profile 89
Individualized Program Plan (IPP) 84
Information bulletin on HIV/AIDS in educational settings 80, 169
Information and communication technology 29, 32, 50
Information needs, student 41
Instruction
access to 38
access to for integrated CTS courses 39
definition of 38
Instruction in
alternative French language programs (includes French immersion) 51
bilingual programs 51
Francophone programs 51
French as a second language 48
languages other than English 51
second language programs in languages other than English or French 52

- Instructional delivery 73
- Instructional time
 - grade 1 to grade 9 26
 - junior high 30
 - kindergarten 26
 - organizing 27
- Integrated occupational program 53
 - junior high IOP core and occupational courses 54
 - senior high IOP courses 55, 147
- Interdisciplinary studies v
- Internet v

- J** January and June diploma examinations 104
 - Junior high
 - career plans 36
 - instructional time 30
 - integrated occupational program, core and occupational courses 54
 - locally developed/acquired and authorized optional courses 56
 - optional courses 32
 - planning course selections 36
 - planning for senior high programs 36
 - program 30
 - senior high school courses and credits for junior high school students 95

- K** Kindergarten
 - instructional hours 26
 - minimum hours 26

- L** Language of instruction regulation 19
 - Language policy 48
 - Languages
 - alternative French language programs (includes French immersion) 51
 - bilingual programs 51
 - English as a second language 48
 - Francophone programs 51
 - French as a second language 48
 - other than English 51
 - other than English or French 52
 - Learning
 - outcomes, student 2
 - plans 62
 - resources 23, 129
 - standards for student 3
 - technologies branch 80

Learning Information Exchange Services 78
Learning resources
 basic student 130
 catalogue 132
 Centre 132
 credit allocation 130
 locally developed/acquired student 131
 support student 130
 visually impaired 130
Learning and Teaching Resources Branch 135
Legal resources 21
Legislation, program 9
Letter gradings 44
Library program, school 83
Literacy initiative, early 30
Locally developed/acquired and locally authorized
 information on courses 57
 International Baccalaureate 57
 junior and senior high school
 optional courses 56
 religious studies 57
 second language courses 53
 student learning resources 131

M Mathematics 58, 69
Mathematics Preparation 10 58
Mature students
 high school equivalency diploma 124
 provisions for 110
 status 121
Ministerial directives
 HIV/AIDS in educational settings 80, 169
 Human Sexuality Education 80
Ministerial orders
 teaching quality standard 18
Mission 1
Music—private study 59

N Native
 education policy 73
 second language courses 53, 144
November and April diploma examinations 105

- O** Occupational courses, integrated occupational program 54, 147
 - Off-campus
 - education 61
 - learning plans 62
 - registered apprenticeship program 61
 - work experience 62
 - learning plans 62
 - reporting credits 63
 - work study/community partnerships 63
 - Online delivery 81
 - Optional courses
 - junior high 32
 - locally developed/acquired and authorized junior and senior high school 56
 - Optional subjects, elementary program 30
 - Organization
 - program 40
 - school 37
 - Organizing instructional time in elementary schools 27
 - Out-of-province, evaluation of 98
 - Outcomes, student learning 2
 - Outreach program 82

- P** Partnerships, community 63
- Percentages and letter gradings 44
- Physical education
 - exemptions 64, 103
 - home education 65
- Placement and promotion 95
- Planning
 - junior high course selections 36
 - in junior high for senior high programs 36
- Policy, regulations and forms manual 17
- Post-secondary
 - general requirements for admission to 43
 - senior high school credits for courses in 98
- Practice review of teachers regulation 20
- Prerequisite standing 114
- Principal, role of the 12
- Private schools
 - credits for instruction 110
 - regulation 20
- Professional Development and Certification Branch 135
- Program
 - administration 73
 - diploma examinations 104

- foundations 1
- junior high 30
- legislation 9
- organization 40
- organization and delivery 26
- online delivery 81
- planning 23
- required subjects, elementary 28, 29
- Programming
 - focused, articulated 41
 - general principles for effective 5
 - indicators of effective 7
 - principles 4
 - senior high school 37
- Programs of study 23
- Project Management and Interagency Coordination Sector 137
- Provincial achievement testing program 88
- Provincial Standards and Processes Sector 133
- Provisions for mature students 110
- Purpose of assessment 85

R Registered Apprenticeship Program (RAP) 61

- scholarships 43

Regulations

- charter schools 19
- early childhood services 19
- home education 19
- language of instruction 19
- practice review of teachers 20
- private schools 20
- student evaluation 20
- student record 20

Religious studies 33, 57

Reporting

- CTS courses 47, 103
- to the public 108
- student achievement in senior high school subjects 101

Required subjects/program

- elementary 28, 29
- IOP and occupational courses 53
- junior high 31

Rescoring a diploma examination 109

Resources

- authorized teaching 131
- basic student learning 130
- credit allocation 130
- learning 23, 129

locally developed/acquired student learning 131
and services 129
support student learning 130
teacher curriculum support 131
for the visually impaired 130
Retroactive credits 117
Rewrite fees 106
Role of the
principal 12
school council 10
student 13
teacher 12
Rules governing awarding of credits 112

S Schedules, diploma examinations 105
Scholarships 42
School
Act 9
council 10
library program 83
organization 37
Second languages
alternative French language programs (includes French immersion) 51
bilingual programs 51
English as a second language 48
francophone 51
French 48, 97
locally developed courses 53
other than English 51
other than English or French 52
Senior high IOP courses 55, 147
Senior high school
courses and credits for junior high school students 46, 95
credits for post-secondary courses 98
graduation requirements 91
programming 37
Services
ACCESS: The Education Station 142
Learning Resources Centre 132
Special
cases committee 127
education 83
projects credits 65
Special Programs Branch 135
Standards for student learning 3
Statement of courses and marks request 79

Student

- assessment ECS to grade 9 85
- assessment in senior high school subjects 101
- attendance 13
- basic learning resources 130
- evaluation regulation 20
- expulsion 14
- ID search 79
- information needs 41
- outcomes, learning 2
- placement and promotion 95
- profile, individual 89
- record regulation 20
- role of the 13
- standards for learning 3
- statement of courses and marks request 79
- support learning resources 130
- suspension 14
- transcript request 79
- Summer programs, high school 44
- Support student learning resources 130
- Suspension and expulsion of students 14

T Teacher, role of 12

- Teacher curriculum support resources 131
- Teaching, authorized resources 131
- Teaching quality standard 18
- Technology, career and technology studies 46
- Testing, provincial achievement program 88
- Transcript request 79
- Transcripts 109
- Transfer-in students 103
- Transfer points 67

U Use of human tissue and fluid in educational programs 84

V Validation statement, Grade 12 103

- Vision 1
- Vision, mission and basic education 1
- Visiting or exchange students 100
- Visually impaired, learning resources 130

W	Waiver of prerequisites and credits for waived prerequisite courses	115
	Weekend programs, high school	44
	Work experience	62
	Work study	63

Z	Zone 1 to Zone 6 Services Branches	136
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